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ABSTRACT

A collection of lessons is presented for teaching about the Federal Republic of Germany that were developed as a result of a study/travel seminar attended by 18 Georgia educators during the summer of 1989. Lessons are designed so that they may either be used individually, integrated into the curriculum at appropriate places, or be used as a complete unit. Teachers are advised to adjust the materials to accommodate the needs and interests of performance levels of students. Each lesson begins with an outline for teaching that includes instructional objective, and a sequenced list of procedures for using the activities provided with the lesson. Teachers are provided with most of the materials needed for implementation. Volume I contains lessons on these topics: introduction to Germany, geography and environment, history and culture, and people. Volume II contains lesson on these topics concerning contemporary Germany: government, economics, society, and the fine arts. (DB)

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GERMANY AND GEORGIA

Partners for the Future

Instructional Materials for Georgia Schools

Volume I

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Foreign Office of the Federal Republic of Germany
Georgia Department of Education
1990

SO 030 180

GERMANY AND GEORGIA
Partners for the Future

Instructional Materials for Georgia Schools

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GERMANY AND GEORGIA

Partners for the Future

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A special thanks is extended to Horst Bussiek for initiating the project and for spending endless hours planning an itinerary which made the stay in Germany both informative and enjoyable.

Introduction

"Germany and Georgia: Partners for the Future" is a collection of lessons that were developed as a result of a study/travel seminar attended by eighteen Georgia educators during the summer of 1989. One goal of the project was to provide teachers with exemplary lessons for teaching about the Federal Republic of Germany.

The lessons are designed so that they may either be used individually, integrated into the curriculum at appropriate places, or be used as a complete unit. The teacher should adjust the materials to accommodate the needs and interests of performance levels of students. Each lesson begins with an outline for teaching which includes instructional objectives, a list of necessary materials, and a sequenced list of procedures for using the activities provided with the lesson. The lessons provide the teacher with most of the materials needed for implementation.

During the period of time in which these lessons were being developed, dramatic and rapid changes were taking place across Eastern Europe. The Berlin Wall has opened and there is talk of German reunification. As you review and select lessons for use in your classroom, it may be necessary to update the information in this document to keep the lessons current .

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TOPIC: **INTRODUCTION TO GERMANY**

LESSON 1: **Impressions of Germany and Germans**

LESSON OBJECTIVE(S): The student will be able to:

- list impressions and give opinions of Germany and the Germans.

MATERIALS AND RESOURCES:

Handout 1.1 "Impressions of Germany and the German People"

ACTIVITY:

Have students complete the inventory of impressions, Handout 1.1. This may be done the day prior to discussing responses and responses tallied for presentation on the next day. Alternatively, solicit student responses immediately after completion. Record the responses to section I on the chalkboard and tally the responses to sections II and III on a transparency of the handout. Probe students as to reasons for their responses. Ask what evidence they would need to verify their views. Conclude the activity by asking students to summarize the results. Suggest they create a short story of the results as it might appear in a newspaper story.

Impressions of Germany and the Germans

I. Complete the following statements:

1. When I think of Germany, I think of . . .

2. When I think of German people I think they are . . .

II. Which statements are your opinions? Write YES, NO, or NOT SURE after each one.

1. West Germany is a friend of the United States.

2. West Germany's industry is a threat to the economic well-being of the United States.

3. West Germany is as democratic and its people as free as the United States and its citizens.

4. A united Germany would pose a military threat to its neighbors.

III. Circle the word in each pair that most closely describes your views of Germans.

Hard-working	Lazy
Progressive	Traditional
Artistic	Technical minded
Honest	Untrustworthy
Well-educated	Ignorant
Quiet-reserved	Loud and pushy
Efficient	Unorganized
Peace loving	Warlike
Religious	Worldly
Standoffish	Friendly
Defiant	Obedient

TOPIC: **INTRODUCTION TO GERMANY**

LESSON 2: **Scavenger Hunt**

LESSON OBJECTIVE(S): The student will be able to:

- select and use appropriate reference books to answer questions on Germany.
- complete a correct bibliographical entry on each source used.

MATERIALS AND RESOURCES:

Handout 2.1 "Scavenger Hunt"
Basic references including atlas, encyclopedia (including yearbook), almanac, etc., and any specialized resources available from the German Consulate.

ACTIVITIES:

Team students in pairs or small groups. Distribute Handout 2.1 and either bring several reference works to the classroom or take the students to the library to use the references there. Demonstrate how the students are to use references (table of contents, index, etc.) and how they are to record bibliographical entries. Depending on students' library skills, you may choose to provide a specific list of sources to be used, specify the kinds of information found in various sources, or provide other hints.

CONTEMPORARY GERMANY: INTRODUCTION
Lesson 2
Handout 2.1

Scavenger Hunt

Directions: Using library references, search for answers to each of the questions in Part I. Write the correct response(s) in Part I and list the source in Part II giving complete information as you would for a bibliography or reference list.

Part I

1. There are two Germanys. What is the official name of each nation?
2. What nations border East Germany?
3. What nations border West Germany?
4. How many states are there in West Germany? Which is the largest?
5. What is the only state to border on two seas? What are the seas?
6. What is a major river that flows through both East and West Germany?
7. Name the three largest cities in West Germany?
8. What is the currency of West Germany?
9. What is the Bundestag?
10. Name four sports figures from West and/or East Germany.
11. Who is the current Chancellor of West Germany?
12. Name three well known products sold in the U.S.
13. Which of the two Germanys is largest in area? In population?
14. What is the name of the highways in Germany that are similar to our interstate highways?

Part II Sources

CONTEMPORARY GERMANY: INTRODUCTION
Lesson 2
Handout 2.1 (Key)

Scavenger Hunt

Part I

1. There are two Germany's. What is the official name of each nation? The Federal Republic of Germany and German Democratic Republic

2. What nations border East Germany? Poland and Czechoslovakia

3. What nations border West Germany? Denmark, GDR, Czechoslovakia, Austria, Switzerland, France, Luxembourg, Belgium and the Netherlands

4. How many states are there in West Germany? Which is the largest? Eleven; Bavaria

5. What is the only state to border on two seas? What are the seas? Schleswig-Holstein; North Sea and Baltic Sea

6. What is a major river that flows through both East and West Germany? Elbe

7. Name the three largest cities in West Germany? Hamburg, Munich, Cologne; Berlin has a special status and is not officially in the FRG.

8. What is the currency of West Germany? the Deutsche mark

9. What is the Bundestag? the parliament of West Germany

10. Name four sports figures from West and/or East Germany. Tennis stars Boris Becker and Steffi Graf; golfer Bernard Langer; swimmer Michael Gross; weighlifter Rolf Milser; ice skater Katarina Witt.

11. Who is the current Chancellor of West Germany? Helmut Kohl (1990)

12. Name three well known products sold in the U.S.? Volkswagen, BMW's, Nixdorf computers, Hummel figurines, compact discs

13. Which of the two Germany's is largest in area? In population? FRG

14. What is the name of the highways in Germany that are similar to our interstate highways? autobahns

Part II Sources

TOPIC: **INTRODUCTION TO GERMANY**

LESSON 3: **Verifying Impressions**

LESSON OBJECTIVE(S): The student will be able to:

- use photographic and other information sources to test, verify and revise initial impressions.

MATERIALS AND RESOURCES:

Photos, pamphlets, posters, current news stories about Germany

ACTIVITIES:

Obtain as many different resources, especially photographic ones, from periodicals, current news media and the German Consulate. Display the materials and/or create resource packets or a resource box to be used by students to interpret and analyze. If you used Lesson 1 (Handout 1.1, inventory) do not display any materials until after students complete the inventory. Have students search for evidence in the materials to test their initial impressions and either verify or revise them where appropriate. The resources may also be used in the Lesson 2 scavenger hunt.

TOPIC OVERVIEW

TOPIC: **GEOGRAPHY AND ENVIRONMENT**

PURPOSE: To help students gain a better understanding of the geography of West Germany and be able to describe its relative location, topography, cultural and natural features, and environmental problems.

VOCABULARY:

Abroad
Acid rain
Alliance
Autobahn
Barge
Border
Boundary
Buying power
Canal
Carrier
Climate
Continent
Electrified
Endangered species
Federal
Focal
Habitat
Hectares
Humid Subtropical
International
Kilometer
Marine - West Coast
Network
Overland
Per capita income
Pollution
Populace
Population density
Precipitation
Region
Reserve
Topography
Utilization

EVALUATION:

- Teacher observation.
- Check worksheets.
- Use project evaluation guide.

TOPIC: GEOGRAPHY AND ENVIRONMENT

LESSON 1: **Where is Germany?**

LESSON OBJECTIVE(S): The student will be able to:

- locate the continent of Europe.
- locate West Germany within Europe.
- identify West Germany's border countries.
- identify and locate major land features of West Germany.
- locate the five major land regions of West Germany.
- locate the states and capitals of West Germany.
- explain the concept of international border.

MATERIALS AND RESOURCES:

Activity 1: Handout 1.1 "The World" Outline Map
Handout 1.2 "West Germany's Location in the World"
Activity 2: Handout 1.3 "The Divisions of Europe"
Handout 1.4 "Europe" Outline Map
Activity 3: Handout 1.5 "The Land of West Germany"
Handout 1.6 "West Germany" Outline Map
Handout 1.7 "The States and Capitals of West Germany"
Activity 4: Handout 1.8 "A Letter from West Germany"
Activity 5: Handout 1.9 "The East German-West German Border"
Activity 6: Handout 1.10 "West German States - Study Project"

ACTIVITIES:

<u>Activity 1</u>

Distribute copies of the world map (Handout 1.1). Using a large, pull-down map, show students the location of West Germany and ask them to mark it on their own maps as "FRG" (Federal Republic of Germany) or "West Germany." Then have students locate and label the United States. Remind students of the concepts of hemispheres. Ask students to contrast and compare the locations of the FRG and USA by hemispheres (both are in the Northern; Germany is in the Eastern and the United States is in the Western). Ask students on which continent the United States is located (North America) and on which West Germany is located (Europe). Studentsshould label and outline these continents on their maps.

Compare the latitudes of West Germany with those in North America. Ask students where in North America do latitudes exist that are comparable to those in West Germany (southern Canada). Distribute the activity sheet, "West Germany's Location in the World" (Handout 1.2), to reinforce the discussed information. The world map will be needed to complete the activities along with markers, crayons or colored pencils.

Activity 2

Discuss the several of the various political and economic divisions in Europe. Topics could include the purposes and goals of NATO (North Atlantic Treaty Organization), the Warsaw Pact, the EC (European Community) and COMECON (Council for Mutual Economic Assistance). Discussion might follow on the political division of "East" and "West" in Europe today.

Using pull-down maps, textbooks, and other resources, have students work in small groups to complete Handout 1.3, "The Divisions of Europe." Handout1.4, "Europe" outline map and markers, colored pencils or crayons, will also be needed to complete the activity.

Follow up the activity with an analysis of the location of the countries in the various groups. Discuss any apparent patterns and hypothesize as to the cause of the patterns. Ask students why some countries remained unmarked (they are neutral). Discuss the benefits a country might realize in joining an alliance such as one of these (increased military security and economic strength).

Activity 3

Have students complete the outline of information on West German geographic regions, "The Land of West Germany," Handout 1.5, in large group as part of class discussion.

After completion of the activity, discuss ways that the geography of West Germany might be similar and different to the geography of Georgia and the United States.

Next, distribute copies of the outline map of West Germany, Handout 1.6, and assign students to work in pairs to complete it using the information in Handout 1.7, "The States and Capitals of West Germany." Save these maps to use in Activity 4.

Discuss reasons why West Germany might have fewer states than the United States. Also, discuss the meaning of city-state and ask students which city in the United States is much like a city-state (Washington, D.C.). Discussion might follow on what it means to a city to have the status of city-state.

Handout 4

Discuss with students characteristics that they believe might make West Germany a popular tourist attraction. Example: Geography plays an important role in tourism as the landscape is diverse and beautiful. Additionally, there are numerous sights of historical interest.

Have students use their maps from Activity 3 to complete the blanks on Handout 1.8, "A Letter from Germany," in order to locate several major cities in Germany as well as rivers and canals. Ask students to distinguish fact and opinion statements in the letter.

Activity 5

The border dividing the German Democratic Republic (GDR) and the Federal Republic of Germany (FRG) is one of the most famous borders in the world. In this activity, students' work with focus on the meaning of "international border" and on the differences between this border and other borders in the world. At the time this lesson was being written, rapid changes in the openness of the border was underway. This lesson will still be valuable as a historic example.

Introduce the lesson with a list of borders and non-borders. Guide students to form a working definition of the term "border". Tell students that in this lesson they will study one of the world's most famous borders.

Students should work in small groups to complete Handout 1.9 "The East German-West German Border." After completion of the worksheet, discussion should follow on the various aspects of this border which make it peculiar. Discussion should include a comparison of this border and borders with which students are familiar.

Activity 6

A great activity for a hands-on approach to learning about landforms in geography is to have students create a salt dough model of the area they are studying. Divide students into groups and have each group create a salt dough, 3-D relief map of West Germany. Each group will need some time to research the various landforms and elevations of the country. Students should also indicate on the map which countries border West Germany.

The dough is prepared by mixing salt and flour in a 1 to 2 ratio. A 16 x 20 inch map can be made from 1 cup of salt and 2 cups of flour. Add about 1.25 parts of water until thick like cookie dough. Apply the mixture to a heavy cardboard (or piece of wood) on which an outline of the region has been penciled. Build up higher altitude areas by applying more dough. After allowing several days to dry, use tempra paint to show various geo graphic regions and black to outline borders. Spray shellac will seal the "map" against possible water damage.

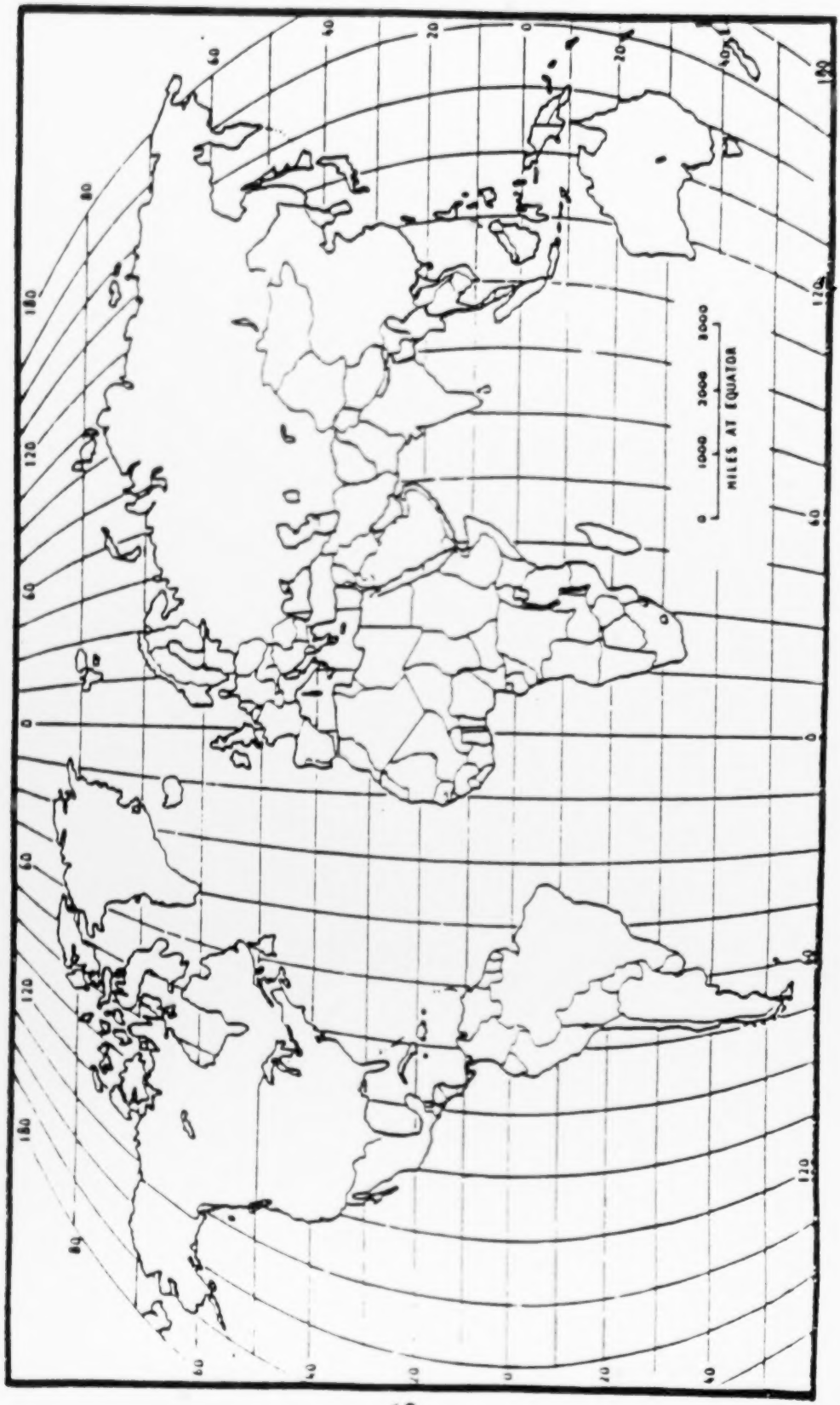
Activity 7

Divide students into groups of two or three to work to become mini-experts on one state in West Germany. For this project, allow some class time for students to do research together and to make posters and other visual aids as necessary.

Students should be responsible for delivering an oral report of at least three minutes which would describe their state of study. Visual aids such as models and posters should be encouraged.

Each report should include a map of the state with a title and key. Also, the map should include information about the geography of the state as well as the climate. Additional information may be added by way of data tables and graphs. Neatness and quality of information should be stressed.

Students should also identify major industries of the state and the characteristics of the state that allow for the development of such industries. Handout 1.10 is an example of what might be given to students in advance of the project.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WEST GERMANY'S LOCATION IN THE WORLD

Directions: Complete the activities below. You may need a textbook, an atlas or other resources to help you. A world map to write on will also be needed.

A. Complete the following on a copy of a world outline map.

_____ 1. Locate West Germany and color it yellow. Label it "FRG" which stands for its official name, Federal Republic of Germany.
_____ 2. Outline the continent of Europe in black. Label the area "Europe."
_____ 3. Locate the United States. Color it blue and label it "USA" (don't forget Alaska and Hawaii).
_____ 4. Mark Georgia with a black, shaded area.
_____ 5. Outline the continent of North America in black. Label the area "North America."
_____ 6. Label the two oceans that separate North America from Europe on the map.

B. Use your map to answer the following questions about the state of Georgia and the country of West Germany. Put a check under the correct column to answer each question.

	GEORGIA	WEST GERMANY
1. Which is the most northerly?	_____	_____
2. Which is a part of North America?	_____	_____
3. Which is east of 0° longitude?	_____	_____
4. Which is north of 40° latitude?	_____	_____
5. Which is closest to the equator?	_____	_____

C. Answer the following using information on your map.

1. What is the approximate distance in miles from Georgia to Germany? _____
2. What continent is south of Europe? _____
3. What continent is east of Europe? _____
4. What is the nearest ocean to West Germany? _____

WEST GERMANY'S LOCATION IN THE WORLD

Directions: Complete the activities below. You may need a textbook, an atlas or other resources to help you. A world map to write on will also be needed.

A. Complete the following on a copy of a world outline map.

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_____ 2. Outline the continent of Europe in black. Label the area "Europe."
_____ 3. Locate the United States. Color it blue and label it "USA" (don't forget Alaska and Hawaii).
_____ 4. Mark Georgia with a black, shaded area.
_____ 5. Outline the continent of North America in black. Label the area "North America."
_____ 6. Label the two oceans that separate North America from Europe on the map.

B. Use your map to answer the following questions about the state of Georgia and the country of West Germany. Put a check under the correct column to answer each question.

	GEORGIA	WEST GERMANY
1. Which is the most northerly?	X	
2. Which is a part of North America?	X	
3. Which is east of 0° longitude?		X
4. Which is north of 40° latitude?		X
5. Which is closest to the equator?	X	

C. Answer the following using information on your map.

1. What is the approximate distance in miles from Georgia to Germany? 5100
2. What continent is south of Europe? Africa
3. What continent is east of Europe? Asia
4. What is the nearest ocean to West Germany? Atlantic

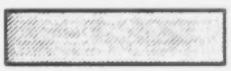
THE DIVISIONS OF EUROPE

Directions: 1. Label in ink each European country shown on your map. 2. Use the information below and the "key" boxes to make a map showing each countries membership in various organizations in Europe. Some will be marked in more than one way. Make a key on the map to explain each color or symbol used. 3. On the back of this sheet, make a bar graph to compare the number of countries in each of the alliances.

EC (European Community)

Belgium
Denmark
Greece
Ireland
Luxembourg
Spain
West Germany
France
United Kingdom
Italy
Netherlands
Portugal

COMECON (Council for Mutual Economic Assistance



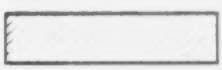
Bulgaria
Cuba*
Mongolia*
Czechoslovakia
Hungary
East Germany
Poland
Romania
Soviet Union
Vietnam*

*not in Europe

NATO (North Atlantic Treaty Organization

United States*
Canada*
Iceland
Norway
United Kingdom
Denmark
Netherlands
Portugal
Belgium
Luxembourg
West Germany
France
Italy
Turkey
Greece
Spain

Warsaw Pact



Soviet Union
East Germany
Czechoslovakia
Bulgaria
Poland
Hungary
Romania

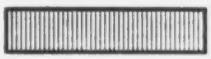
Briefly explain the purpose of each of the above alliances. Include whether the groups goals are MILITARY or ECONOMIC in your description.

EC: _____
COMECON: _____
NATO: _____
WARSAWPACT: _____

THE DIVISIONS OF EUROPE

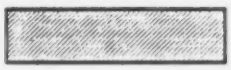
Directions: 1. Label in ink each European country shown on your map. 2. Use the information below and the "key" boxes to make a map showing each countries membership in various organizations in Europe. Some will be marked in more than one way. Make a key on the map to explain each color or symbol used. 3. On the back of this sheet, make a bar graph to compare the number of countries in each of the alliances.

EC (European Community)



Belgium
Denmark
Greece
Ireland
Luxembourg
Spain
West Germany
France
United Kingdom
Italy
Netherlands
Portugal

COMECON (Council for Mutual Economic Assistance



Bulgaria
Cuba*
Mongolia*
Czechoslovakia
Hungary
East Germany
Poland
Romania
Soviet Union
Vietnam*

*not in Europe

NATO (North Atlantic Treaty Organization

United States*
Canada*
Iceland
Norway
United Kingdom
Denmark
Netherlands
Portugal
Belgium
Luxembourg
West Germany
France
Italy
Turkey
Greece
Spain

Warsaw Pact

Soviet Union
East Germany
Czechoslovakia
Bulgaria
Poland
Hungary
Romania

Briefly explain the purpose of each of the above alliances. Include whether the groups goals are MILITARY or ECONOMIC in your description.

EC: economic
COMECON: economic
NATO: military
WARSAWPACT: military

30°W
20°W
10°W
0°
10°E
20°E
30°E
40°E
60°N
EUROPE
600 Miles
North
50°N
40°N

THE LAND OF WEST GERMANY

A. Read the following passage. Put the information in outline form on the back of this handout. Use each of the region names as major topics. Be sure to give the outline a title.

The Five Regions of Germany

West Germany is divided into five geographic regions. They are the North German Plain, the central mountain ranges, the west and south German hill country, the German Alpine foothills and the Bavarian Alps.

The most northerly stretch of country is actually the base of the Hutland peninsula which also contains the country of Denmark. This North German Plain is low lying with deeply indented fjords, flat farmland, wooded hills, moors and heath. Much of the landscape was formed by ice-age glaciers. This coastal area is heavily farmed and makes use of the many natural harbors.

The southern edge of the plain gives way to a succession of mountain chains of ancient geological formation. The Central Mountain Ranges include seven different chains broken up into sharply defined groups with broad valleys. Because of the wide valley spaces, communication and transportation are not hindered on land or water by these mountains.

The hill country is a mixture of rich agricultural areas, industrial areas and forests. Visitors to the area are able to make use of many health spas.

The Alpine foothills are crossed by many rivers and lakes formed by glaciers. This area is home to Munich, one of Germany's most famous and most visited cities.

On Germany's southern border the Alps tower up, a china of high, jagged mountains extending from Austria to France. Winter snows begin in December and last through March. On the highest peaks, such as Zugspitze, snow can get as deep as fifteen feet. Along with ski resorts, tourists enjoy the romantic castles of this area.

B. Using your textbook, an encyclopedia or some other resource, draw a picture of a scene from some region of Germany. Be sure to pick a scene in which some part of the landscape can be clearly seen. Label the picture with the name of the region.

A LETTER FROM GERMANY

Dear Robert,

I'm writing you from West Berlin at the end of my trip to West Germany. It's been an excellent trip.

We left Atlanta two weeks ago and flew to _____, a city in the Alpine Foothills, and capital of Bavaria. The city is among the world's most beautiful.

Next we drove northwest on the autobahn, or expressway. Most of the time there was no speed limit! We crossed the _____ and _____ rivers and finally the _____ river on our way to _____, the nation's capital.

While in that city, we took a cruise on Germany's busiest river, the _____. It's a beautiful river but there is a problem with chemical pollution in the water because of the many factories in the region which dump their wastes in the river.

We traveled on the river northwest to a canal called the _____ Canal where we traveled by boat east and north to the _____ River.

We got off the boat in a small village and traveled by train northeast to the city-state of _____, on the _____ River.

After leaving this old port city, we traveled by bus into East Germany on a transit road to _____ _____. We ended our trip to this divided city. It's so strange to see the wall that keeps people from the eastern side from crossing into the West. This city was full of all kinds of wild-looking young people from across Europe.

I hope to visit here again. Maybe we can get a school group to come here!

See you soon,

Jennifer

THE STATES AND CAPITALS OF WEST GERMANY

Instructions: Using the information in the passage below and a blank, outline map of West Germany, lable each state and each capital city in West Germany. The outlines of the states are already drawn and each capital city is marked with a black dot. The capital city is marked with a circled dot.

The States and Capitals of West Germany

There are eleven federal states, or "lander," in West Germany. The largest of these in Bavaria. Its capital is Munich. To the west is Baden-Wuerttemburg with its capital of Stuttgart.

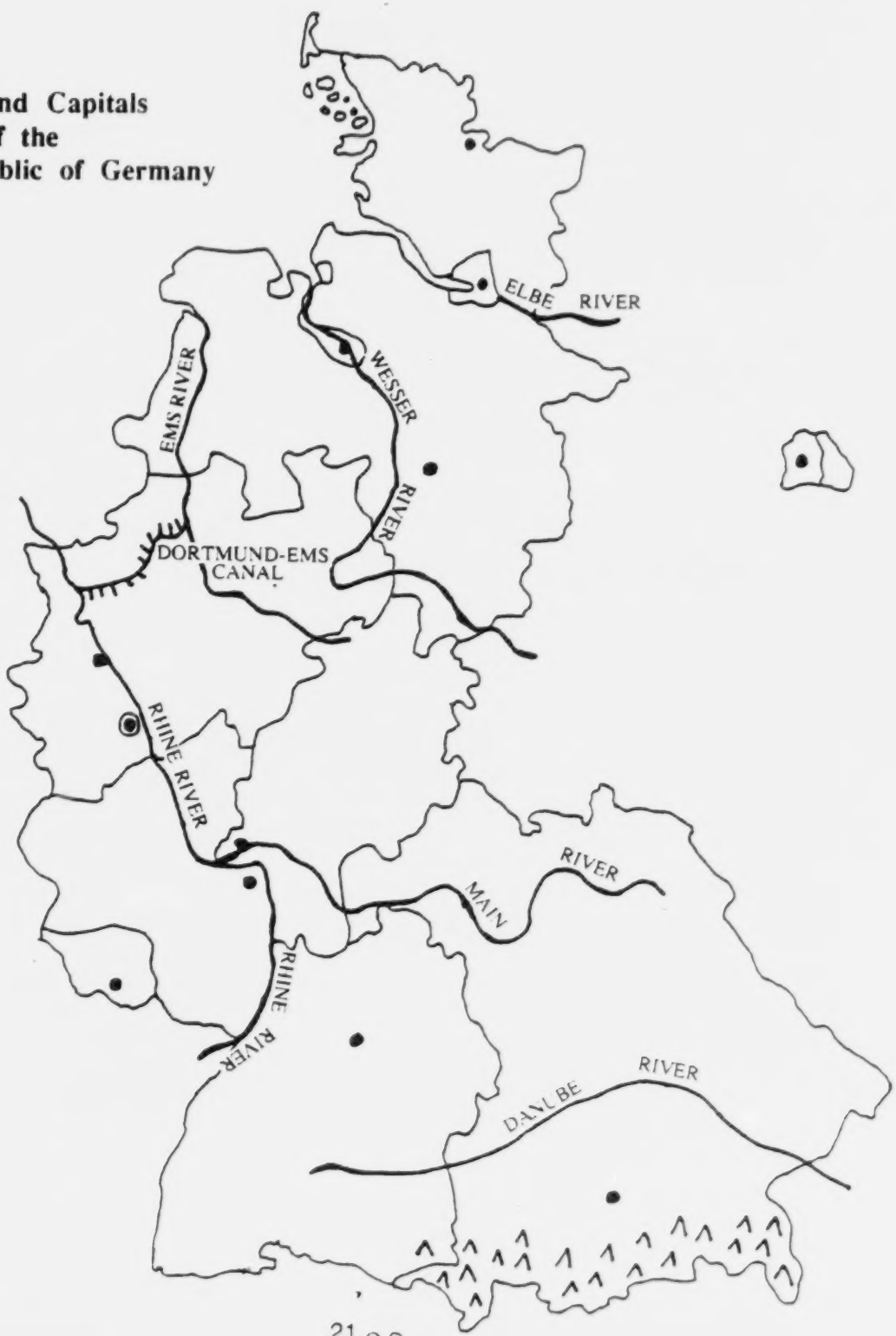
The most northerly state is Schleswig-Holstein, with the capital city at Kiel. To the south of Kiel is a city-state, Hamburg. Southwest of Hamburg is another city-state, Bremen, surrounded by the large state of Lower Saxony, which has the city of Hannover as its capital.

On the southwestern side of Lower Saxony is the state of North Rhine-Westphalia, the capital of which is Dusseldorf. The national capital, Bonn, is within this state as well.

Southeast of North Rhine-Westphalia is the state of Hesse. Hesse has Wiesbaden as its capital. Due south is the state of Rhineland-Palatinate with its capital at Mainz. In the southwest corner of Rhineland-Palatinate is the small state of Saarland and its capital, Saarbrueken.

West Berlin is a special city-state whose government is controlled by the United States, France, and Great Britain. This city-state lies approximately 100 miles inside East Germany.

States and Capitals of the Federal Republic of Germany



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While in that city, we took a cruise on Germany's busiest river, the Rhine. It's a beautiful river but there is a problem with chemical pollution in the water because of the many factories in the region which dump their wastes in the river.

We traveled on the river northwest to a canal called the Dortmund-EMS Canal where we traveled by boat east and north to the EMS River.

We got off the boat in a small village and traveled by train northeast to the city-state of Bremen, on the Weser River.

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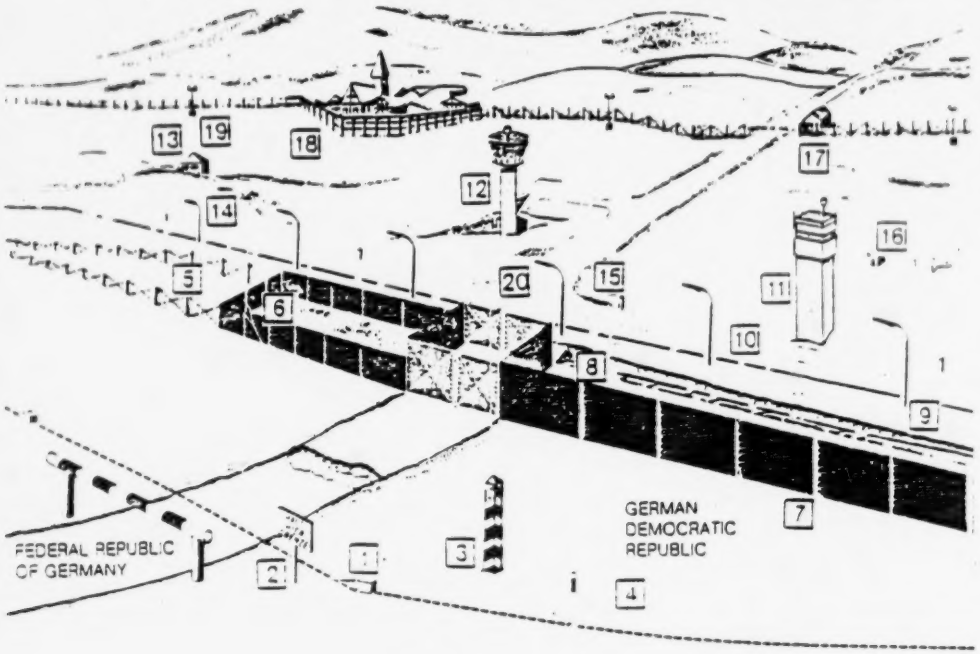
THE EAST GERMAN-WEST GERMAN BORDER*



1. Border with marking stones
2. Warning notice just in front of the border
3. GDR marking post (approx. 1.80 m high, black-red-gold with GDR emblem)
4. Cleared strip up to 100 m wide
5. Double barbed-wire fence (area in-between partly mined)
6. Double metal fence (approx. 2.40 m high) (area in-between partly mined)
7. Single metal fence (approx. 3.20 m high)
8. Anti-truck ditch (lined with cement slabs)
9. 6m-wide tracking strip
10. Service road
11. Observation room
12. Concrete observation tower with command point
13. Concrete observation bunker
14. Lights
15. Border intercom network
16. Dog rail
17. Check-point
18. Concrete wall (approx. 3.30 m high)
19. Fence with electric and acoustic signalling system
20. Gate for security troops

Answer each question below after studying the diagram above.

1. What blocks the road on the West German (FRG) side of the border? _____
2. What are some of the things that block the road on the East German (GDR) side of the road? _____
3. Which side of the border is the most foritified? _____
4. According to the key, what is the difference between the two types of border towers? _____
5. Why might the East Germans construct such a border between the two Germanys? _____
6. What would be the first barrier to cross in the road after the warning sign, traveling from West to East? _____
7. What is between the double-barbed wire fence? _____
8. How wide is the cleared strip between the FRG border and the fencing? _____
9. Who sleeps at #16 on the diagram? _____
10. If you have traveled from Georgia to neighboring state, then you have cross a border. What types of natural or man-made features might be found at border between states? _____

On the back of this paper, draw a sketch of a border between Georgia and another state, as you remember it or as you think it might look.

*With developments toward reunification, at press time, this lesson may need to be taught from a "historic" rather than "current event" perspective.

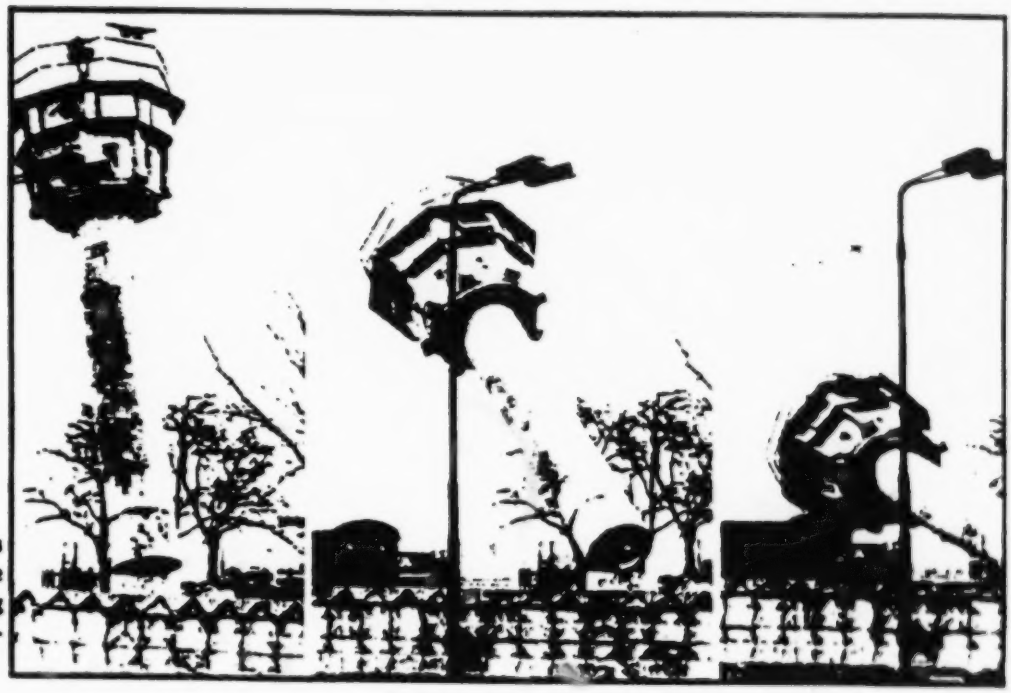
THE EAST GERMAN-WEST GERMAN BORDER

1 Border with marking stones
2 Warning notice just in front of the border
3 GDR marking post (approx. 1.80 m high, black-red-gold with GDR emblem)
4 Cleared strip up to 100 m wide
5 Double barbed-wire fence (area in-between partly mined)
6 Double metal fence (approx. 2.40 m high) (area in-between partly mined)
7 Single metal fence (approx. 3.20 m high)
8 Anti-truck ditch (lined with cement slabs)
9 6m-wide tracking strip
10 Service road
11 Observation room
12 Concrete observation tower with command point
13 Concrete observation bunker
14 Lights
15 Border intercom network
16 Dog rail
17 Check-point
18 Concrete wall (approx. 3.30 m high)
19 Fence with electric and acoustic signaling system
20 Gate for security troops

Answer each question below after studying the diagram above.

1. What blocks the road on the West German (FRG) side of the border? marketing stones or road bar
2. What are some of the things that block the road on the East German (GDR) side of the road? fence, gate, ditch
3. Which side of the border is the most foritified? East
4. According to the key, what is the difference between the two types of border towers? one has a command post, other observation only
5. Why might the East Germans construct such a border between the two Germanys? to keep their people inside E. Germany
6. What would be the first barrier to cross in the road after the warning sign, traveling from West to East? ditch
7. What is between the double-barbed wire fence? mines
8. How wide is the cleared strip between the FRG border and the fencing? 100m
9. Who sleeps at #16 on the diagram? dog
10. If you have traveled from Georgia to neighboring state, then you have cross a border. What types of natural or man-made features might be found at border between states? line across the road, river, welcome signs, fireworks stands

On the back of this paper, draw a sketch of a border between Georgia and another state, as you remember it or as you think it might look.



Watchtowers and barbed wire disappear along the Intra-German border.

WEST GERMAN STATES - STUDY PROJECT

As a part of your study of West Germany, you and several other students will be allowed to do a project to learn more about a state of the Federal Republic of Germany.

First, write the name of your state here: _____
Next, write the names of your partners: _____

There are two parts to your project; one is a short oral report and the other is a visual display.

For the oral report, each of the group members must help do research on the region and find information about the landforms, climate, important bodies of water, natural resources and industry of the state. You will especially need to find out how the geography of the land and the climate affect the people of the region.

For the visual display, you may collect artifacts related to the area and/or make posters to give information about the state. You must make a poster-sized map showing the region and land features. You might also show products or natural resources on such a map. You will need to make a title and key for your map.

Other displays may be made. For example, you might want to make some graphs to compare the climates of several cities in the state with cities in the United States or Georgia. You might also choose to a make a model of a famous landmark in the region. Be creative and have fun!

Your group will be graded as follows:

Oral Report	Maximum Points
Quality/Accuracy of information	25
Loudness/tone of voice	10
Length	10
Use of visual displays	5
Visual Display	
Map of State	
Accuracy	15
Neatness	15
Other Visuals (models, posters, etc.)	
Accuracy	10
Neatness	+ 10
	100

Please ask for assistance from your teacher and media specialist as needed.
Write the due date of the project here: _____

TOPIC: GEOGRAPHY AND ENVIRONMENT

LESSON 2: The People of Germany

LESSON OBJECTIVE(S): The student will be able to:

- compare the population density of the United States and West Germany
- compare the populations of the United States and West Germany
- compare the per capita income of the United States, West Germany and East Germany

MATERIALS AND RESOURCES:

Activity 1: Teacher Resource 2.1 "Map of Germany" Transparency Master
Teacher Resource 2.2 "Map of Georgia and South Carolina" Transparency Master
Teacher Resource 2.3 "Map of the Southeastern United States" Transparency Master
Handout 2.1 "Cramming In All the People"
Activity 2: Handout 2.2 "Population Density of the United States and West Germany"
Activity 3: Handout 2.3 "Per Capita Income"
Handout 2.4 "Comparing the Buying Power of East and West Germans"

ACTIVITIES:

Activity 1

Use an overhead projector and transparencies made from Teacher Resources 2.1, 2.2, and 2.3 to complete this activity.

Put Teacher Resource Transparency 2.1 of West Germany on the overhead projector. Explain that this is an outline map of West Germany. Tell students that the area of West Germany is approximately 96,000 square miles. Explain that the area of Georgia is about half of this size, about 58,000 square miles. The area of Georgia and South Carolina combined would be only slightly smaller than the whole of West Germany. Show this to students by overlaying Teacher Resource Transparency 2.2 on the first transparency.

In order to help students understand population density, explain that population density is the number of people in a given space. Ask students to give the population density of the classroom (e.g. 25 people in one classroom). Explain that population densities for countries are usually given in the average number of people per square mile (p/m). Show students Transparency 2.3. This transparency shows a mpa of the southeastern United States with West Germany drawn to scale. Explain to students that if all the people in the southeastern states moved into Georgia and South Carolina, then these states would have about the same population density as West Germany. To help illustrate this point, distribute Handout 2.1. Have students to use the information in the table below to make the outline maps into population density maps by putting a dot in each state to represent each group of one million. Dots should also be placed on the West Germany outline map based on the information in the table. A population density map could also be made from the Southeastern United States map (Teacher Resource 2.3). Note: Students can randomly place the dots or try to cluster them to show urban areas. The main point is to compare the overall densities.

Activity 1 (continued)

Populations of the Southeast United States and West Germany

STATE		POPULATION
Georgia		5,500,000
Florida		8,400,000
South Carolina		2,800,000
North Carolina		5,300,000
Tennessee		4,200,000
Alabama		3,600,000
Louisiana		3,800,000
Kentucky		3,400,000
Virginia		5,000,000
Arkansas		2,000,000
Texas		12,200,000
Oklahoma		2,700,000
West Virginia		1,800,000
Mississippi		+ 2,200,000
***	TOTAL	62,900,000
West Germany		63,700,000

(This table could be made into an overhead transparency.)

Discuss how students' individual lives might be changed if our population density was as high as that of West Germany (crowded highways, demands on resources, etc.)

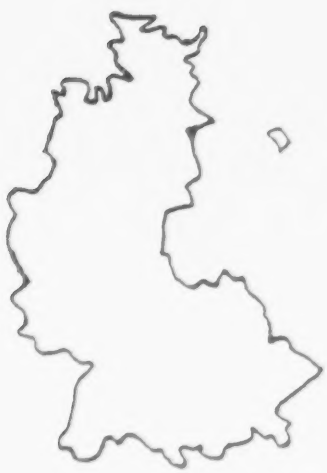
Activity 2

Distribute Handout 2.2, "Population Density of the United States and West Germany" and allow students to work independently to complete the graph and answer the questions. Discuss student responses, emphasizing the differences in area and population of the two countries.

Activity 3

The economic system of the West Germans is a vigorous, free-market economy. The West Germans have one of the highest standards of living in the world. Have students answer questions about the per capita incomes of several nations by using the pictographs on Handout 2.3, "Per Capita Income." The buying power of average East and West German workers is compared in the activities of Handout 2.4, "Comparing the Buying Power of East and West Germans."

Debrief students following completion of the activities. Discuss reasons why differences in the eastern and western economies might exist. Ask how such differences might affect the citizens of each country. Would such differences affect the way each side viewed the other?



West Germany

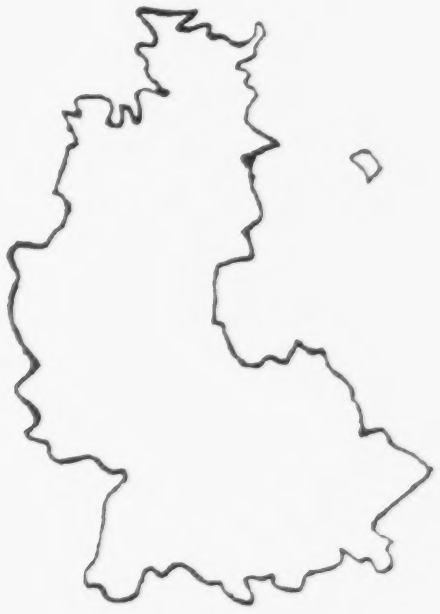
Georgia & South Carolina

Southeastern United States

Georgia & South Carolina

Cramming All the People In!

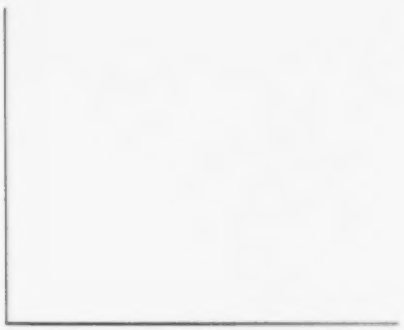
. = 1 million people



West Germany

POPULATION DENSITY OF THE UNITED STATES AND WEST GERMANY

1. Complete the bar graph below using the data in the table. Be sure to include a key.



DATA TABLE

	USA[1]	WEST GERMANY[2]
Population	226,500,000	60,839,000
Area (miles)	3,615,211	96,005

[1]Source: U.S. Census
[2]Source: Facts About Germany

Answer each question below using information in the graph above.

2. Which country has the largest population? _____
3. Which country would appear the most crowded? _____
4. To prove which country is the most crowded, compute the population density of each. To do this, simply divide the population by the area. This will give you the number of people per square mile.

Population/Area = Population Density

What is the population density for the United States? _____
What is the population density for West Germany? _____
(Did you include the units "people per square mile" in your answer above?)

5. List at least two advantages to living in a place with a high population density.

_____
_____

6. List at least two disadvantages to living in a place with a high population density.

_____
_____

POPULATION DENSITY OF THE UNITED STATES AND WEST GERMANY

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2. Which country has the largest population? USA
3. Which country would appear the most crowded? West Germany
4. To prove which country is the most crowded, compute the population density of each. To do this, simply divide the population by the area. This will give you the number of people per square mile.

Population/Area = Population Density

What is the population density for the United States? approximately 63 people per sq. mile
What is the population density for West Germany? 636 people per square mile
(Did you include the units "people per square mile" in your answer above?)

5. List at least two advantages to living in a place with a high population density.
vary

6. List at least two disadvantages to living in a place with a high population density.
vary

PER CAPITA INCOME

The term "per capita income" refers to the average amount of income per person in a place. In this lesson, you will examine the per capita incomes of several countries, including the United States and West Germany.

Per Capita Income of Selected Countries (1987)

Country	PCI (dollars)
East Germany	7,390
Japan	9,580
Saudi Arabia	13,039
Soviet Union	4,240
United Arab Emirates	36,041
United States	12,730
West Germany	11,060

Answer each question below using information in the table above.

1. What is the meaning of the term "per capita income"?
   _____
2. What is the purpose of the table? _____
   _____
3. Which of these countries had the highest per capita income? _____
4. List the countries with a per capita income higher than that of the United States.
   _____
5. What would you suspect is the primary source of wealth in the countries listed in problem four? _____
6. How is the comparison of two countries' per capita incomes useful? _____
   _____
7. On the back of this sheet, make a pictograph of the information in the table. Be sure to make a key to show what symbol you use to stand for $1,000.

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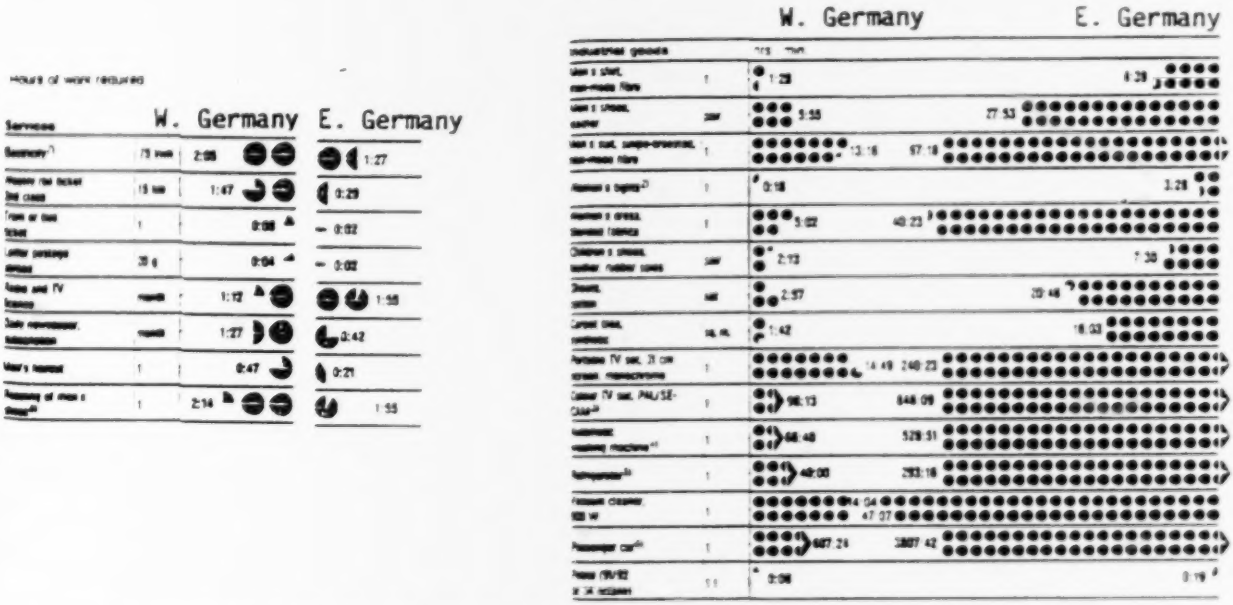
Source: Facts and Figures, Press and Information Office of the Federal Republic of Germany

Answer each question below using information in the table above.

1. What is the meaning of the term "per capita income"?
   income per person
2. What is the purpose of the table? to compare PCI of various countries
3. Which of these countries had the highest per capita income? United Arab Emirates
4. List the countries with a per capita income higher than that of the United States.
   United Arab Emirates, Saudi Arabia
5. What would you suspect is the primary source of wealth in the countries listed in problem four? oil
6. How is the comparison of two countries' per capita incomes useful?
   indicator of wealth
7. On the back of this sheet, make a pictograph of the information in the table. Be sure to make a key to show what symbol you use to stand for $1,000.

COMPARING THE BUYING POWER OF EAST AND WEST GERMANS

Because of differences in economies and exchange rates, it is often useful to compare the buying power of the citizens of two countries by examining how long it takes the average worker to earn the money necessary to buy goods and services. Using the table, answer the questions below.



1. What would be a good title for the chart?

2. What is the chart's purpose?

3. How are the costs of goods and services compared in the chart?

4. In what units is the comparison between East German and West German workers made?

5. How long must the average West German work to purchase a portable TV set?

6. What goods and services are less "time" expensive in East Germany than West Germany?

7. In which country would be the most difficult to keep a high standard of living?

8. Complete an additional row of data on the table using the information below.

   Rent for the average West German costs 27 hours and 7 minutes per month. For the average East German the cost is 14 hours and 25 minutes per month.

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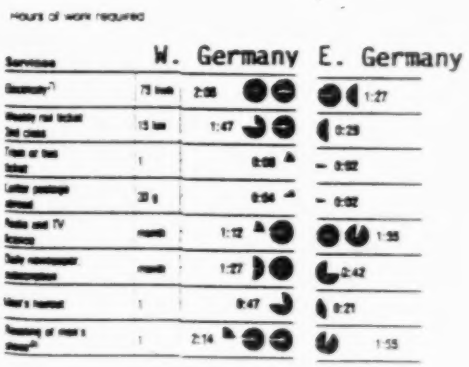
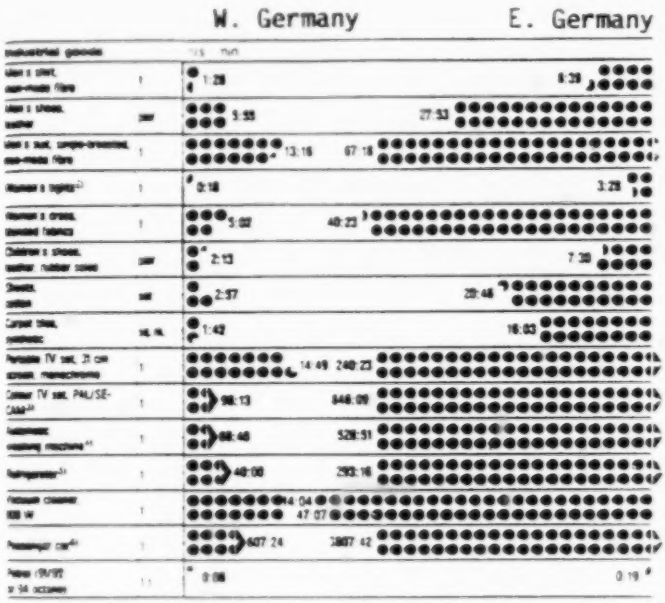
Because of differences in economies and exchange rates, it is often useful to compare the buying power of the citizens of two countries by examining how long it takes the average worker to earn the money necessary to buy goods and services. Using the table, answer the questions below.





1. What would be a good title for the chart? vary
2. What is the chart's purpose? compare East and West Germans buying power
3. How are the costs of goods and services compared in the chart? how long it takes an average worker to earn money
4. In what units is the comparison between East German and West German workers made? hours and minutes
5. How long must the average West German work to purchase a portable TV set? 14 hours 49 minutes; 240 hours 23 minutes
6. What goods and services are less "time" expensive in East Germany than West Germany? electricity, train ticket, bus ticket, postage, haircut, resoling shoes
7. In which country would be the most difficult to keep a high standard of living? East Germany
8. Complete an additional row of data on the table using the information below:

Rent for the average West German costs 27 hours and 7 minutes per month. For the average East German the cost is 14 hours and 25 minutes per month.

TOPIC: **GEOGRAPHY AND ENVIRONMENT**

LESSON 3: **The Climates of Georgia and West Germany**

LESSON OBJECTIVE(S): The student will be able to:

- identify characteristics of West Germany's climate
- contrast the climates of Georgia and West Germany
- explain how differences in climate would affect peoples' lives

MATERIALS AND RESOURCES:

Activity 1: Handout 3.1 "Climate Map of West Germany"
Activity 2: Handout 3.2 "Climate Data: West Germany and Georgia"
Handout 3.3 Climagraphs

ACTIVITIES:

Activity 1

Guide students to distinguish between climate (long term pattern of meterological conditions in an area) and weather (short term or current meterological conditions) by explaining the differences between the two and giving several examples.

Ask students to make a sentence illustrating an example of climate. Write responses on an overhead transparency or chalkboard and compare with responses of students about weather.

Ask students to make some sentences that would describe the climate of Georgia. After discussion, summarize students' responses by telling students that Georgia's climate is said to be humid subtropical with hot summers, cool winters, and rainfall throughout the year. Ask students if such labels seem to characterize Georgia's climate correctly. It may need to be noted again that climate statements are very broad. Even though Georgia might have some cold days, the days of extreme cold are not as numerous or extremely cold as other parts of the world.

Use a world map to compare the latitude of Georgia to that of West Germany. Ask students what predictions they would have about the climate of West Germany based on its location. Ask where Germany would fit on a map of North America if it could be "slid" from its real location, due West, to North America. What are the characteristics of climate in that area.

Identify West Germany's climate as marine-west coast, except for the areas in the Alps. This temperate climate type is characterized by mild summers and cool to cold winters. Winds from the ocean bring in lots of rain throughout the year. The differences are that the humid continental has less rainfall, colder winters and cooler summers than the humid subtropical.

Assign students to use the "Climate Map of West Germany," Handout 3.1 to determine the average yearly rainfall in selected West German cities and their average high and low temperatures. The data should be put into bar graph form.

Ask students to list advantages related to climate of living in Munich, West Germany as opposed to cities in Georgia. List any climatic disadvantages that students submit.

Activity 2

Climagraphs are useful to help students better understand the differences in precipitation and temperature in various locations. Use the data in the student handout and worksheet to construct a climagraph for Berlin, West Germany. This could be done on an overhead projector or chalkboard. Then, have students use the information in Handout 3.2, "Climate Data: West Germany and Georgia" and the blank climagraphs, Worksheet 3.3, to make climagraphs for Atlanta, Georgia and Munich, West Germany. The students should label each to show the city name and the units for each axis of the graph.

Discuss the differences and similarities of the climagraphs. Ask students several questions to make sure that they are able to interpret the data in their climagraphs.

Activity 3

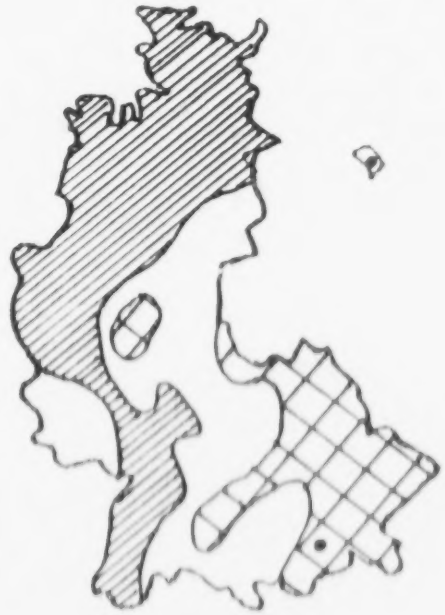
Using the data from Activity 2 as a resource, have students write a letter to a German who might be moving to Atlanta, and describe differences in climate for which the German would need to prepare. Have students include information relating to appropriate clothing and supplies needed to survive in Georgia's climate. Students may include in their letters antecdotal remarks about experiences that they have had with Georgia's weather and climate.

After students have shared their letters, extension of the discussion might include ways that people adapt to their climate and what sorts of occupations might be most influenced by climate.

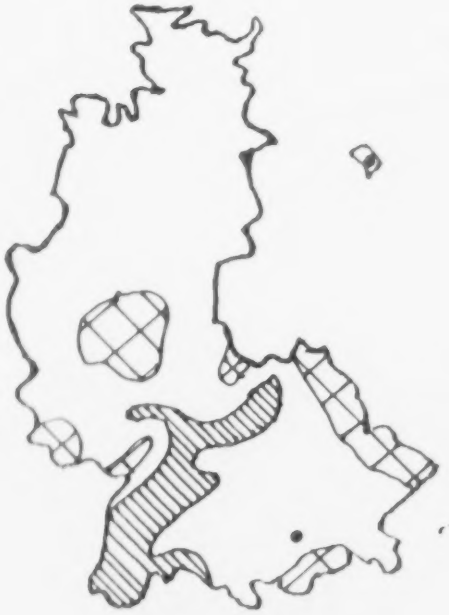
An exaplantion could be given of how German farm families adapted to their climate in the past. Due to a cold winter climate, most livestock had to be kept in barns from October through March. In order for the farmer to have easy access to the animals, the houses and barns were built as one connected structure rather than two separate buildings as was and is typical in the United States.

Climate Maps of West Germany

Average January Temperature (°F)



Average July Temperature (°F)



Avg. Precip(in.)

Climate Data: West Germany and Georgia

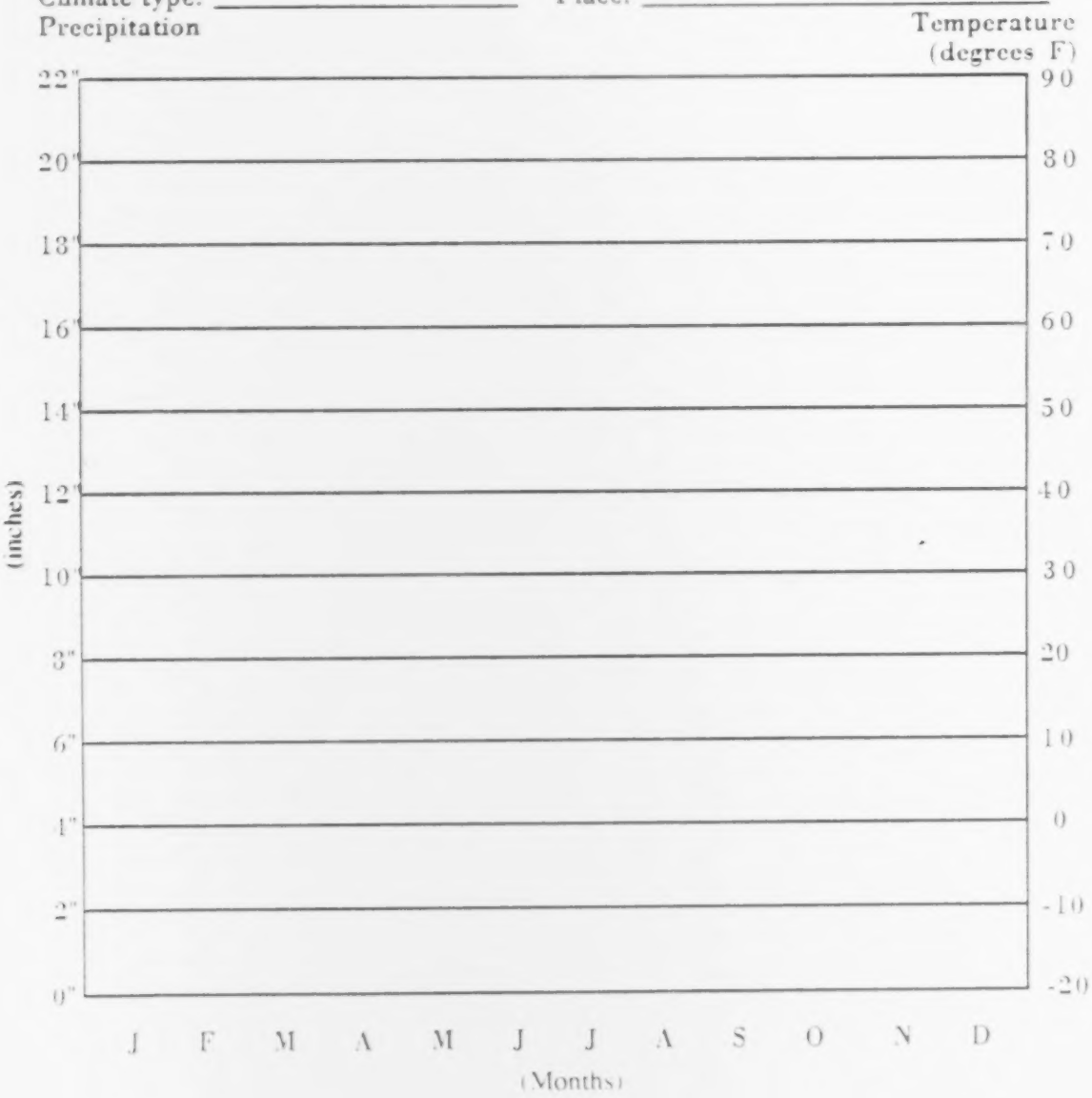
	Atlanta, GA		Berlin, W. Germany		Munich, W. Germany	
	AHT	Precip.	AHT	Precip.	AHT	Precip.
Jan.	53	4.4	35	1.9	33	1.7
Feb.	56	4.5	38	1.3	37	1.4
Mar.	63	5.4	46	1.5	45	1.9
Apr.	73	4.5	55	1.7	54	2.7
May	81	3.2	65	1.9	63	3.7
June	88	3.8	70	2.3	69	1.6
July	89	4.7	74	3.1	72	4.7
Aug.	89	3.6	72	2.2	71	4.2
Sep.	84	3.3	66	1.9	64	3.2
Oct.	74	2.4	55	1.7	53	2.2
Nov.	62	3.0	43	1.7	42	1.9
Dec.	54	4.4	37	1.9	36	1.9

AHT: Average High Temperature (degrees F)

Precip: Average Monthly Precipitation (inches)

CLIMAGRAPH

Climate type: _____ Place: _____



Note:
(1) Make a bar graph to show average precipitation (inches) per month.

(2) Make a line graph to show average temperature for each month.

TOPIC: **GEOGRAPHY AND ENVIRONMENT**

LESSON 4: **Pollution in West Germany: An International Problem**

LESSON OBJECTIVE(S): The student will be able to:

- identify major types of environmentalpollution in West Germany
- locate major sources of pollution in the West German environment
- explain how pollutants work into the food chain
- locate European countries that contribute major amounts of pollution into the atmosphere
- identify problems caused by acid rain in the environment
- formulate possible solutions to pollution problems in West Germany

MATERIALS AND RESOURCES:

Activity 1 and 3:	Teacher Resource 4.1 "A Food Chain"
Activity 2:	Handout 4.1 "News about Pollution in West Germany"
	Handout 4.2 Outline Map of Europe
Activity 3:	Handout 4.3 "Acid Rain"
Activity 4:	Teacher Resource 4.2 "Threatened Animal Species"
Activity 5:	Handout 4.4 Decision Making Chart

ACTIVITIES:

<u>Activity 1</u>

Using a transparency made from Teacher Resource 4.1, "A Food Chain," begin to explain to students the current emphasis on the environmental protection in West Germany. Explain that the diagram is from a pamphlet designed to teach young children about their environment. The pamphlet is from an organization called <u>Bioland</u> which gives its approval rating to farms in West Germany that can successfully demonstrate that their crops and livestock are free of artificial chemicals. This chemical-free condition must be in place for five years before the <u>Bioland</u> seal of approval is given.

Ask students:

- What do the arrows between the pictures represent?
- Why is the diagram in the form of a circle?
- What seems to be the purpose of the diagram?
- How would looking at this diagram help young Germans learn more about their environment?
- Why would the people of <u>Bioland</u> include such a diagram in their brochure?
- What types of people might not support <u>Bioland</u>?

Explain that the activities of this lesson will focus on how pollution in affecting the West German environment and that many of the problems that West Germany faces are problems that the United States faces as well.

Activity 2

Distribute copies of the handout "News About Pollution in West Germany," Handout 4.1. Discuss the main points of the article. Assign student to complete an outline using the information in the article. Discuss the problems that Germany faces in attempting to solve its pollution problems.

Next, have students locate the countries mentioned in the article on a map of Europe. Handout 4.2. Label each country and then label West Germany. Guide students to notice that West Germany is not only a polluter but is surrounded by countries with industrial waste. Discuss problems West Germans might have in solving problems of water pollution if other countries have acccess to the rivers flowing into West Germany. Ask how weather might also help spread pollution into West Germany from other countries.

Assign students to small groups and have them brainstorm for a short period on ways that a country such as West Germany could solve its pollution problems despite its geographic position.

Activity 3

Assign students to complete Handout 4.3, "Acid Rain." Upon completion of the assignment, students should work in small groups to make a list of people who might be the most concerned with the problem of acid rain.

Re-use of Transparency 4.1 may be appropriate for emphasizing again the concept that pollution is a problem for everyone and that acid rain and other pollutants that can get into the food chain must concern all members of humanity.

Activity 4

Use Teacher Resource 4.2 "Threatened Animal Species" as a transparency and have students explain what the term "threatened species" means. Guide students to speculate as to why these animals are threatened (pollutants, loss of habitat, over-hunting).

Use questions such as those below to focus students attention on the information in the graph.

1. What is the title of the graph?
2. What do the bars represent?
3. How many native species of birds were in West Germany?
4. How many of the native species of birds are engandered?
5. How many types of mammals are extinct in West Germany?
6. What types of vessel is the large boat? Of what is it a symbol? Why was it used as the artwork for this graph?

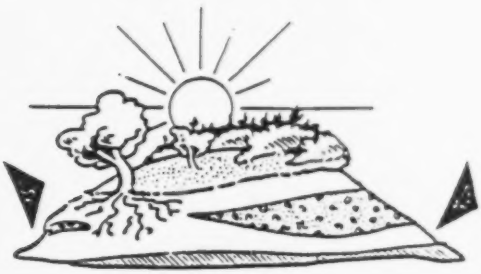
Activity 5

Using the decision making chart, Handout 4.4, assign students to work in small groups to find a solution for the following problem:

> A group of West German energy officials wants to build a nuclear power plant to make the country less dependent on foreign oil for energy. The "best" site, according to the officials, is on land that is part of the habitat for a group of an endangered species of birds. Construction of the plant will involve much destruction of the land but the energy officials say that the birds will not be harmed. Opponents of the plant say that the loss of the birds' land will cause a drop in food supply which will in turn cause the death of the endangered birds.
>
> Additionally, opponents believe that there is a danger of radioactive materials leaking from the plant which could harm more than just the habitat of the endangered birds.
>
> As a member of the committee to approve or disapprove the building of the plant, what would you do?
>
> Use the decision-making chart to organize several options and the possible effects of following such options before deciding on a course of action.

Discuss the decisions of each group and have each group defend their decision based on the information they used in their charts.

A Food Chain

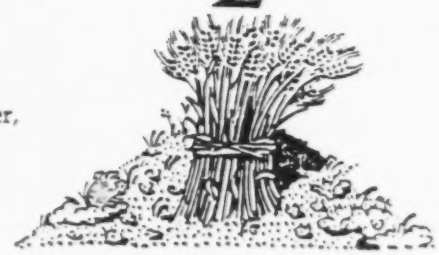


Gesunder Boden

Das Ökosystem Landwirtschaft

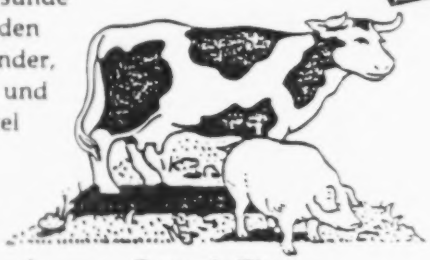
Gesunde Menschen

In einem natürlichen Lebensraum stehen Pflanzen und Tiere in einer wechselseitigen Beziehung zueinander, indem sie ständig Substanzen auf- und abbauen. Diese stabilen Energie- und Stoffkreisläufe nennt man »Ökosysteme«. Auch auf einem landwirtschaftlichen Betrieb gibt es ein solches Ökosystem, welches Boden, Pflanze, Tier und Mensch zu einem betriebseigenen Kreislauf verbindet. Ziel der organisch-biologischen Landwirtschaft ist die möglichst weitgehende Erhaltung und die bewußte Förderung dieser natürlichen Beziehungen. Das Ergebnis ist eine gesunde Ertragsfähigkeit, die den Einsatz umweltbelastender, naturfremder Dünger und Pflanzenschutzmittel überflüssig macht.



Gesunde Pflanzen

Gesunde Nahrung



Gesunde Tiere

AIR POLLUTION KNOWS NO BOUNDARIES

Bonn --- The Federal Ministry for the Interior announced the most recent data on air pollution in the Federal Republic of Germany today. Like many other countries in Europe, the FRG suffers from air pollution, caused for the most part by sulfur dioxide and fine dust, nitrogen dioxide, heavy metals, carbon monoxide and hydrocarbons from motor vehicles, power stations, industrial plants and home heating. It has been estimated that, worldwide, sulfur dioxide emissions amount to some 200 million tons a year. Europe's share in 1983 was about 50 million tons, about 12 million tons of which was accounted for by the European area of the Soviet Union. The next largest amounts were from Poland and the GDR (each 4 million tons). Next come Italy (3.8 million tons) and Great Britain (3.7 million tons), then Czechoslovakia and Spain (each 3.3 million tons). The Federal Republic of Germany is responsible for the eighth largest amount (2.75 million tons). Over 90 percent of sulfur dioxide emissions result from the burning of coal, gas and oil. Every year nitrogen dioxide emissions around the world pollute the air to the extent of 60 to 100 million tons a year. It has been estimated that the Federal Republic of Germany accounts for three million tons of this.

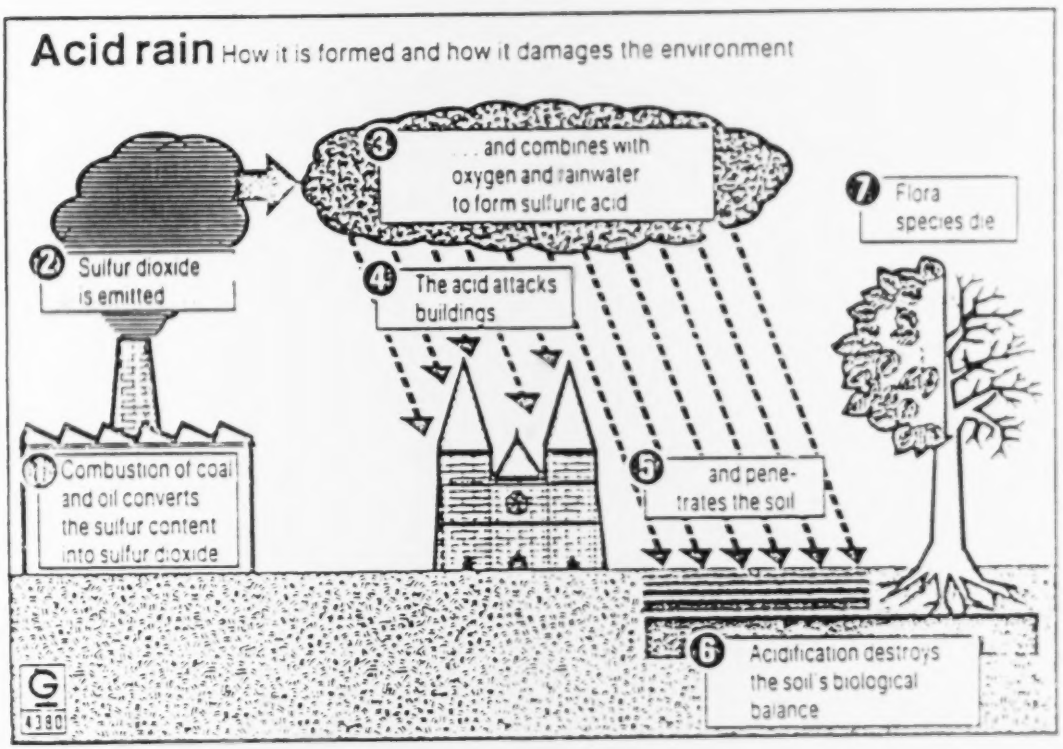
Roughly 28 percent of nitrogen oxide emissions are attributable to power stations and district heating facilities, 11 percent ot industrial combustion, 57 percent to traffic exhaust fumes, and 4 percent to fuels burnt in the home.

Especially dangerous to the environment are the heavy metals and other non-degradable substances in the atmosphere. Every year the air in the Federal Republic is loaded with some 3,200 tons of lead compounds, two thirds of which come from car exhausts. In the campaign to eliminate or prevent pollution the Federal Republic of Germany has made progress in a number of fields within the framework of the European Community. Low-pollution cars and unleaded petrol have been introduced, air quality standards have been fixed, particularly as far as sulfur dioxide and mitrogen dioxide are concerned, and a general directive has been adopted to combat air pollution by industrial plants.

30°W
20°W
10°W
0°
10°E
20°E
30°E
40°E
60°N
EUROPE
600 Miles
North
50°N
40°N

ACID RAIN IN WEST GERMANY

Use the diagram to answer the questions below.

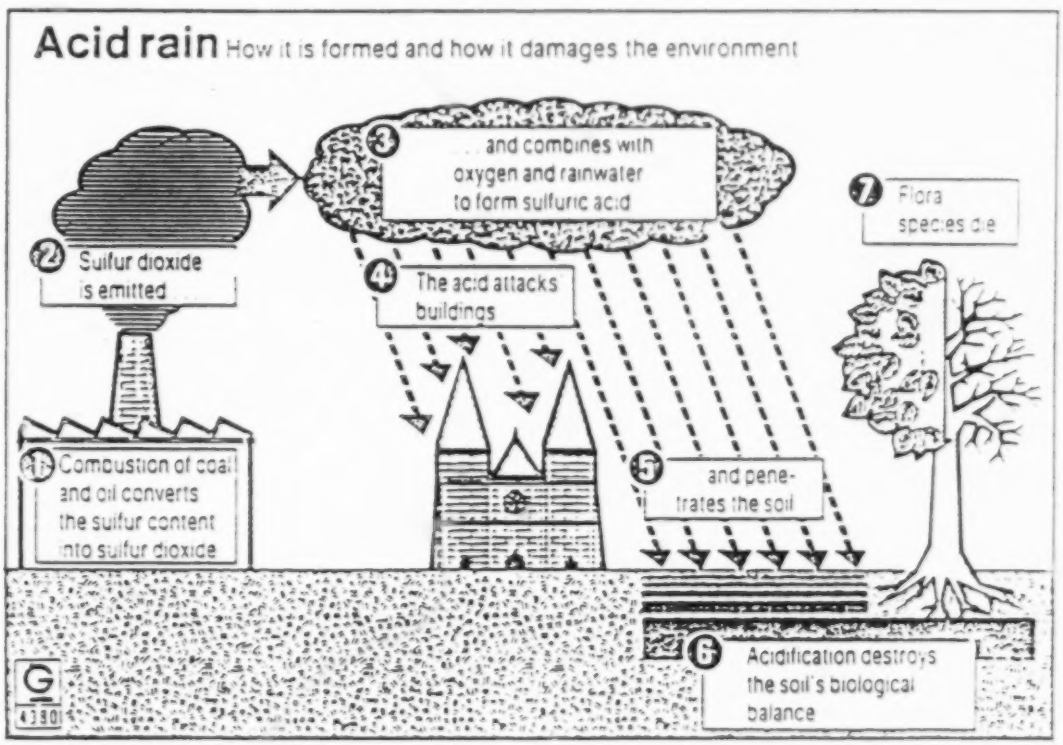

Acid rain How it is formed and how it damages the environment
1 Combustion of coal and oil converts the sulfur content into sulfur dioxide
2 Sulfur dioxide is emitted
3 . . . and combines with oxygen and rainwater to form sulfuric acid
4 The acid attacks buildings
5 . . . and penetrates the soil
6 Acidification destroys the soil's biological balance
7 Flora species die
G
4380

1. What is the purpose of this diagram?
2. In the process which produces acid rain, what is the first step?
3. Where is sulfur dioxide emitted?
4. How is the sulfur dioxide in the atmosphere brought back to the ground?
5. What are three problems caused by acid rain?
6. Describe three situations in which acid rain would cause problems for humans.

GEOGRAPHY AND ENVIRONMENT
Lesson 4
Handout 4.3 (Key)

ACID RAIN IN WEST GERMANY

Use the diagram to answer the questions below.

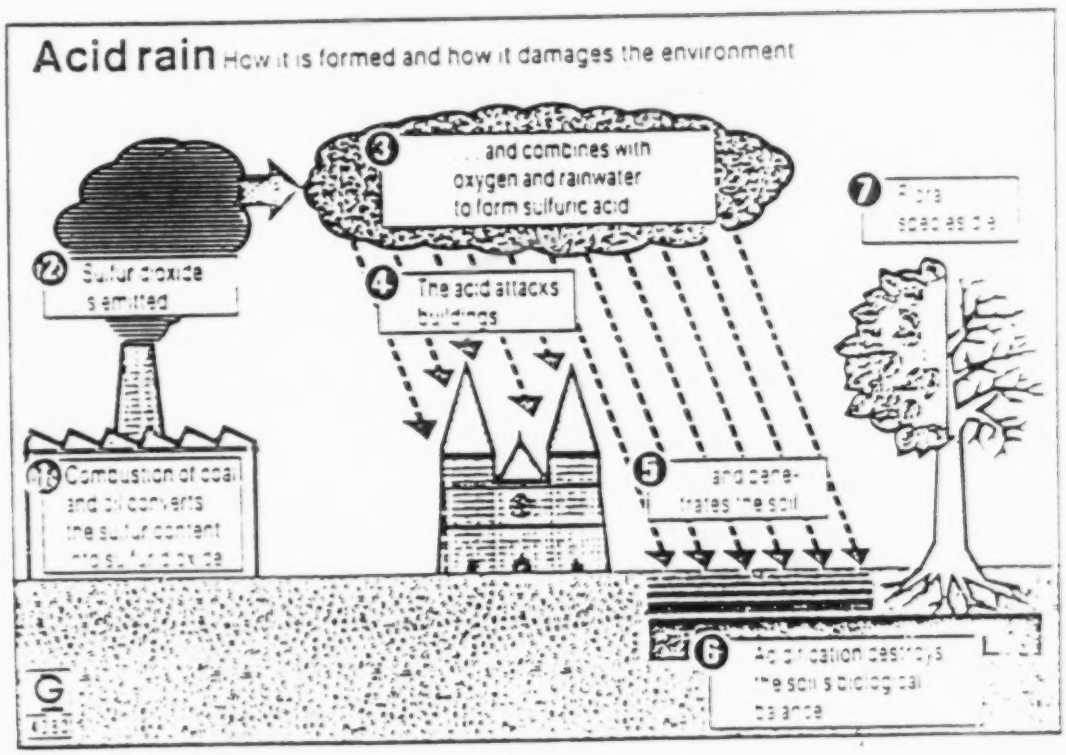

Acid rain How it is formed and how it damages the environment
3 ... and combines with oxygen and rainwater to form sulfuric acid
7 Flora species die
2 Sulfur dioxide is emitted
4 The acid attacks buildings
1 Combustion of coal and oil converts the sulfur content into sulfur dioxide
5 ... and penetrates the soil
6 Acidification destroys the soil's biological balance
G
4380

1. What is the purpose of this diagram? to show how acid rain is formed and its effect
2. In the process which produces acid rain, what is the first step? combustion of coal
3. Where is sulfur dioxide emitted? into the atmosphere from factories
4. How is the sulfur dioxide in the atmosphere brought back to the ground? rain
5. What are three problems caused by acid rain? attacks buildings, plants die, soil imbalanced
6. Describe three situations in which acid rain would cause problems for humans.
   -if it gets in the good chain, could hurt you
   -buildings are destroyed
   -death of trees for lumber

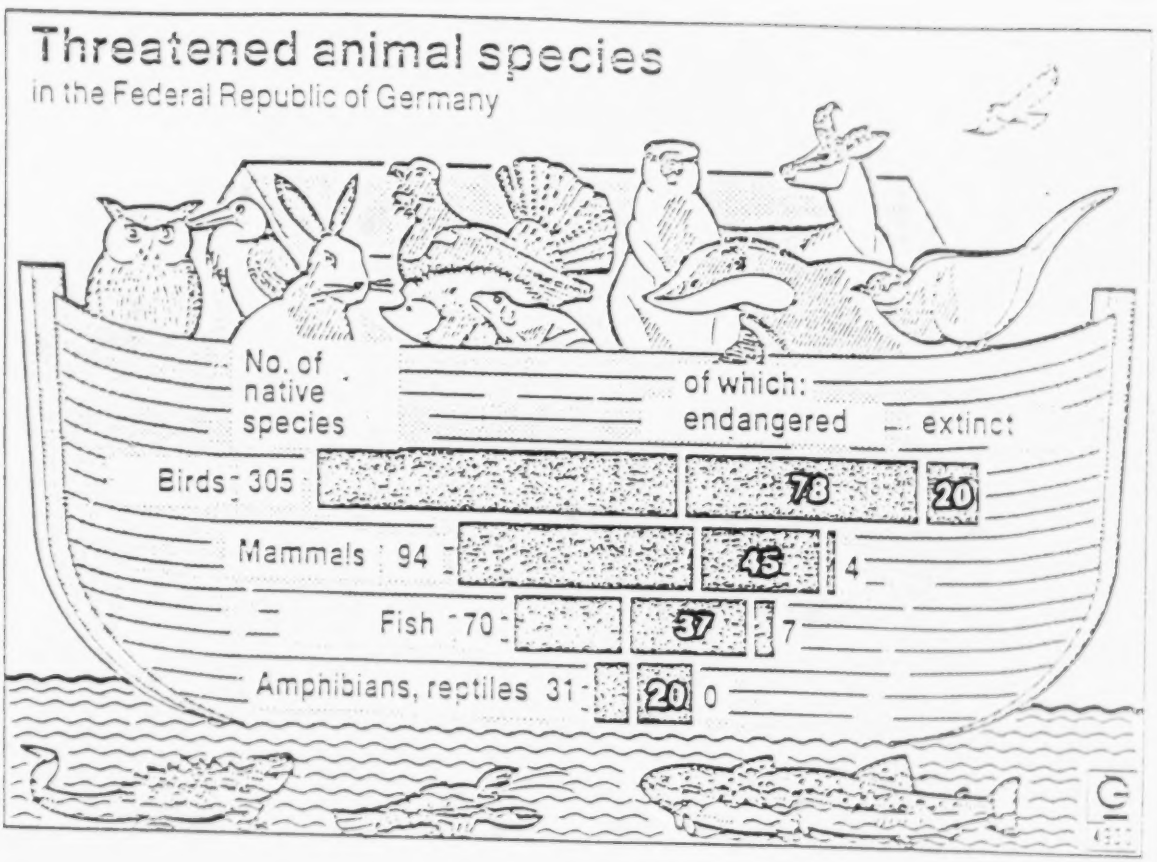
GEOGRAPHY AND ENVIRONMENT
Lesson 4
Handout 4.3 (Key)

ACID RAIN IN WEST GERMANY

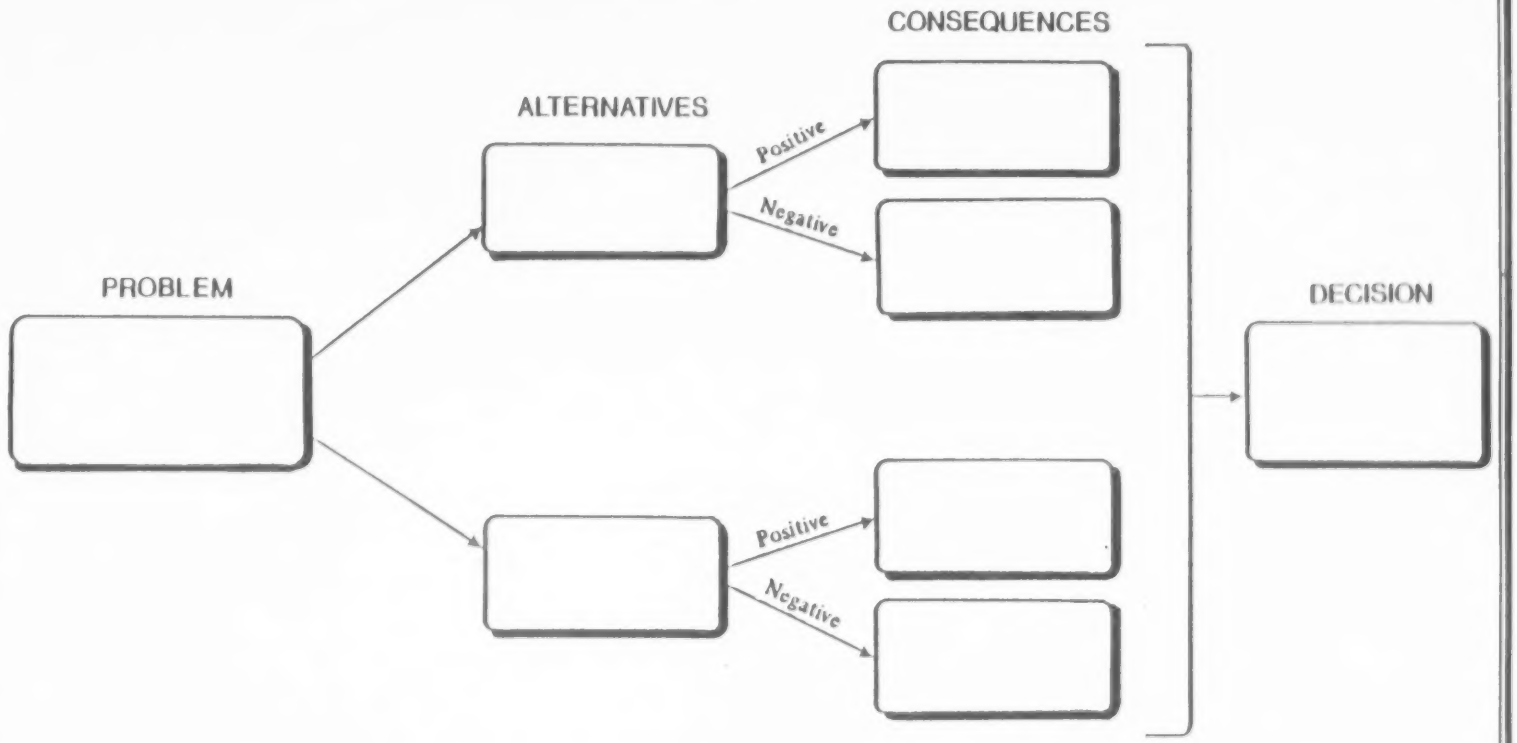
Use the diagram to answer the questions below.


Acid rain How it is formed and how it damages the environment
...and combines with oxygen and rainwater to form sulfuric acid
Sulfur dioxide is emitted
The acid attacks buildings
and acidifies the soil
Acidification destroys the soil's biological balance

1. What is the purpose of this diagram? to show how acid rain is formed and its effect
2. In the process which produces acid rain, what is the first step? combustion of coal
3. Where is sulfur dioxide emitted? into the atmosphere from factories
4. How is the sulfur dioxide in the atmosphere brought back to the ground? rain
5. What are three problems caused by acid rain? attacks buildings, plants die, soil imbalanced
6. Describe three situations in which acid rain would cause problems for humans.
   -if it gets in the good chain, could hurt you
   -church architecture destroyed
   -death of trees for lumber


Threatened animal species
in the Federal Republic of Germany
No. of native species
of which:
endangered
extinct
Birds 305
78
20
Mammals 94
45
4
Fish 70
37
7
Amphibians, reptiles 31
20
0

Decision Making



Enlarge diagram if additional alternatives or consequences are needed

TOPIC: GEOGRAPHY AND ENVIRONMENT

LESSON 5: German Cities

LESSON OBJECTIVE(S): The student will be able to:

- locate and describe the significance of six important German cities
- compare and contrast cities in Germany with selected Georgia cities

MATERIALS AND RESOURCES:

Activity 1: Handout 5.1 "Background Information on Six Major Cities"
Handout 5.2 "Latitude and Longitude"
Activity 2: Teacher Resource 5.1 "Evaluation Sheet"
Activity 3: Handout 5.3 "Sister City Data Sheet"
Activity 5: Handout 5.4 "German Cities"
Handout 5.5 "Map of Germany"
Atlas
Encyclopedia
Gazetteer

ACTIVITIES:

Activity 1
Distribute copies of Handouts 5.1 and 5.2 for each student. Students should find the latitude and longitude of each of the six cities in Handout 5.1.

Activity 2
Have each student write a report about one West German city. Students may use one of the cities listed on Handout 5.1 or choose another city with teacher approval. Pupils should use a variety of resources. Their report should focus on how the city is an important center in one of the areas in West Germany. Teacher Resources 5.1 may be used to evaluate the project.

Activity 3
There are three sister city relationships between Georgia and West Germany. They are

German Cities	Georgia Sister Cities
Fussen	Helen
Linz Am Rhein	Marietta
Messtetten	Toccoa

Have the students choose a German city to develop a sister city relationship with their

home town. Use Handout 5.3 to record data about each of the cities. You can find out more about the Sister City Organization by writing:

Sister Cities International
Suite 424-426
1645 Eye Street, N.W.
Washington, D.C. 20006

Activity 4

Have the students make a graph comparing the population of Atlanta with that of Berlin. Compare the area (square mileage) of each city. Have students compute the number of people per square mile.

Activity 5

Distribute Handouts 5.4 and 5.5. Have students locate and label each of the 12 cities on the outline map. Students should create map symbols and a legend for the cities based on population. Categories might include:

1,000,000 plus
500,000 - 1,000,000
250,000 - 500,000
less than 250,000

BACKGROUND INFORMATION

I. Bonn
Region - North Rhineland - Westphalia
Altitude - 64 Meters
Population - 230,000
The capital of the Federal Republic lies on the banks of the Rhine River, which enters the Cologne Lowlands after its passage through the Rhenish Uplands.

II. Munich
Region - Bavaria (East)
Altitude - 520 Meters (Munchen)
Population - 1,300,000
The capital of Bavaria and Germany's third largest city lies on the Isar about 40-60 kilometers from the Alps.

III. Stuttgart
Region - Baden-Wurttemberg (Southwest)
Altitude - 245 Meters
Population - 555,000
The capital of Baden-Wurttemberg is situated in a basin enclosed by hills, orchards and vineyards, open on the east toward the Neckar River.

IV. Frankfurt
Region - Hesse (Central)
Altitude - 100 Meters (AM Main)
Population - 613,000
An old city on the Main River, it is centrally located between north and south Germany.

V. Berlin
Region - Located in the territory of the German Democratic Republic 161 kilometers from the nearest point in West Germany.
Altitude - 24-50 Meters
Population - 1,900,000
Berlin, situated on the navigable Spree River, which flows into the Havel at Spandau is the largest German city, in spite of its division.

VI. Hamburg
Region - North (Hanseatic)
Altitude - 10 meters
Population - 1,580,000
Germany's second largest city is situated at the head of the Elbe River, and is a leading center of European trade and a link between the sea and inland waterways.

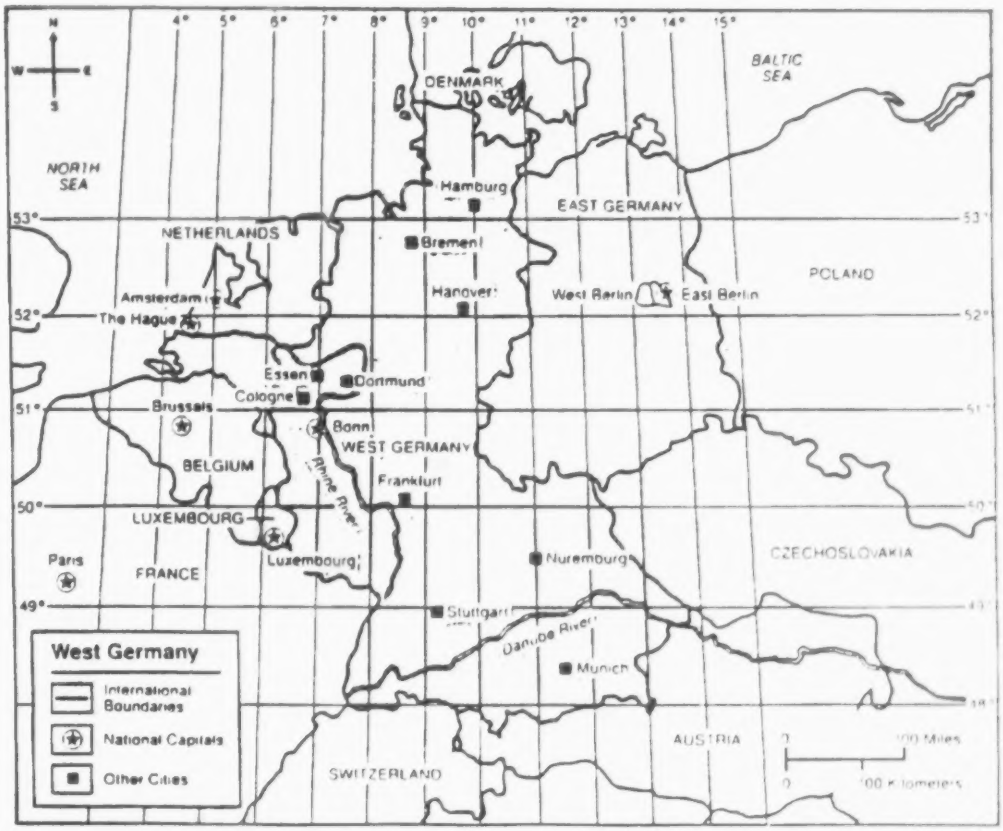
EVALUATION SHEET

TOTAL POINTS EARNED_____ GRADE_____
PERIOD_____

CATEGORY REQUIREMENTS	YOUR SCORE	TEACHER COMMENTS
COVER 5 Possible Points		
TABLE OF CONTENTS 5 Possible Points		
TOPICS 6 @ 5 Points Each = 30 Possible Points)		
1. River/Bodies of Water		
2. Topographical Region/ Area		
3. Natural Resources		
4. Agriculture		
5. Industry		
6. Transportation		
Written Report (40 Possible Points) (Impact of Geography on the Development of City)		
Bibliography (10 Possible Points)		
Neatness/Overall Appearance (10 Possible Points)		

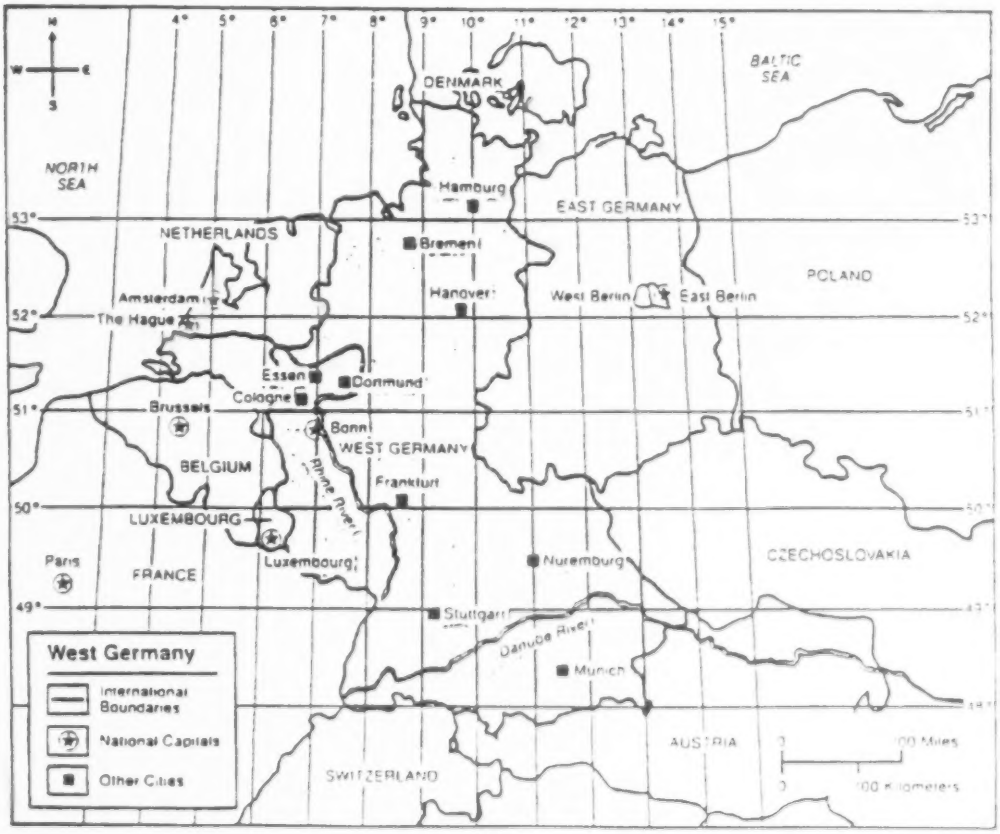
LATITUDE AND LONGITUDE

CITY	LATITUDE	LONGITUDE
1.		
2.		
3.		
4.		
5.		
6.		



LATITUDE AND LONGITUDE

CITY	LATITUDE	LONGITUDE
1. Bonn	50.75° N	7° E
2. Munich	48.5° N	11.5° E
3. Stuttgart	49° N	9.25° E
4. Frankfurt	50° N	8.5° E
5. Berlin	52.25° N	13.5° E
6. Hamburg	53.25° N	10° E



SISTER CITY DATA SHEET

	Our City	German City
Latitude and Longitude		
Area (Square Miles)		
Elevation		
Climate		
Region/Location		
Rivers/Bodies of Water		
Agriculture		
Natural Resources		
Industry		
Transportation		
Type of City		
Religion		

Discussion Questions

How are the cities alike?
How are they different?
Are there any patterns?
What are the advantages or disadvantages of having a sister city relationship?

City	Inhabitants in 1,000s
Berlin (West)	1,860
Hamburg	1,580
Munchen (Munich)	1,267
Koln (Cologne	916
Frankfurt/Main	595
Dusseldorf	562
Stuttgart	562
Bremen	526
Nurnberg (Nuremberg)	465
Bonn	291
Wiesbaden	267
Braunschweig (Brunswick)	248

From: Press Information Office for the Government of the Federal Republic of Germany

TOPIC: GEOGRAPHY AND ENVIRONMENT

LESSON 6: Land Use

LESSON OBJECTIVE(S): The student will be able to:

- identify how land is used in Germany
- describe the interdependence of land usage
- compare land usage in Georgia with Germany
- Make generalizations from Charts and Graphs

MATERIALS AND RESOURCES:

Activity 1: Handout 6.1 "Product Map of Germany"
Handout 6.2 "Product Map of Georgia"
Handout 6.3 "Data Chart"
Teacher Resource 6.1 "Background Information"
Teacher Resource 6.2 "Natural Resource Map"
Teacher Resource 6.3 "Land Utilization Table"
Teacher Resource 6.4 "Crops and Livestock Table"
Teacher Resource 6.5 "Agricultural Graphs"
Teacher Resource 6.6 "Industrial Firms in FRG"
Activity 2: Handout 6.4 "Industrial Areas"
Activity 4: Teacher Resource 6.7 "Outline Map"
Atlas
Encyclopedia
Gazetteer

ACTIVITIES:

Activity 1
Distribute copies of Handouts 6.1, 6.2, and 6.3. Have students use the information on the maps (Handouts 6.1 and 6.2) to compare natural resources, crops, and manufactured products of Germany and Georgia by completing the Data Chart (Handout 6.3). Teacher Resource Sheets 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 offers additional background information.

Activity 2
Provide students with Handout 6.4. Use the chart to list the main industrial areas of Germany and what is manufactured in these areas. Using resource materials have students list the states in the United States were similar products are manufactured.

Activity 3
In a paragraph, describe an important urban area in Germany. Give location, size, population and importance. Using this information, have students make a travel poster advertising this area stating why a business might want to locate there.

Activity 4

Collect pictures from magazines that show products made in Germany. These might include pictures of trucks, cars, locomotives, ships, machinery, electrical equipment, tools, chemicals, glassware, chocolate, china, or various handicrafts. Have pupils attach pictures to a large outline map of Germany, showing where in Germany the goods are produced. Teacher Resource 6.7 may be used as a transparency master for creating a large wall map.

PRODUCT MAP OF GERMANY

PRODUCT MAP OF GEORGIA
DALTON
Textiles
carpets
Minerals
marble
Apples
TOCCOA
COOSA R.
Rome
paper
eggs
GAINESVILLE
MARIETTA
cement
ATHENS
CHATTAHOOCHEE R.
ATLANTA
Six Flags
SAVANNAH R.
water power
AUGUSTA
Newnan
GRIFFIN
Textiles
MILLEDGEVILLE
nuclear power
La Grange
Columbus
textiles
MACON
OCMULGEE R.
OCONEE R.
OGEECHEE R.
paper
Americus
Dublin
Sawmilling
SAVANNAH
Soybeans
Sawmilling
ALTAMAHA R.
ALBANY
Turpentine
resorts
pecans
Brunswick
Waycross
peanuts
watermelons
peanuts
tobacco
chemicals
FLINT R.
Bainbridge
Thomasville
Valdosta

DATA CHART

	GEORGIA	GERMANY
NATURAL RESOURCES		
AGRICULTURAL PRODUCTS		
MANUFACTURED PRODUCTS		

DATA CHART

	GEORGIA	GERMANY
NATURAL RESOURCES	marble, minerals, water power, forests	iron, coal, forests, oil, gas, zinc
AGRICULTURAL PRODUCTS	soybeans, tobacco, cotton, apples, watermelons, eggs, chickens, beef, dairy products, peanuts	cattle, dairy products, wheat, potatoes, grapes
MANUFACTURED PRODUCTS	cement, paper, electricity, (nuclear power), textiles	

GEOGRAPHY AND ENVIRONMENT
Lesson 6
Handout 6.4

INDUSTRIAL AREAS

GERMAN INDUSTRIAL AREA	PRODUCTS MANUFACTURED	SIMILAR INDUSTRIAL AREAS IN THE UNITED STATES
Example: Stuttgart	motor vehicles	Detroit

BACKGROUND INFORMATION

The area of the Federal Republic of Germany totals-including Berlin (West) - 248,708 square kilometers (1 mile = 1.609 kilometers). Land utilization is in thousands of hectares (1 hectare = approximately 2.47 acres). Arable land is 12,109.1 hectares; forest is 7,360.0 hectares; area covered by buildings/free space is 1,488.5 hectares; area covered by overland transportation routes is 1,210.5 hectares.

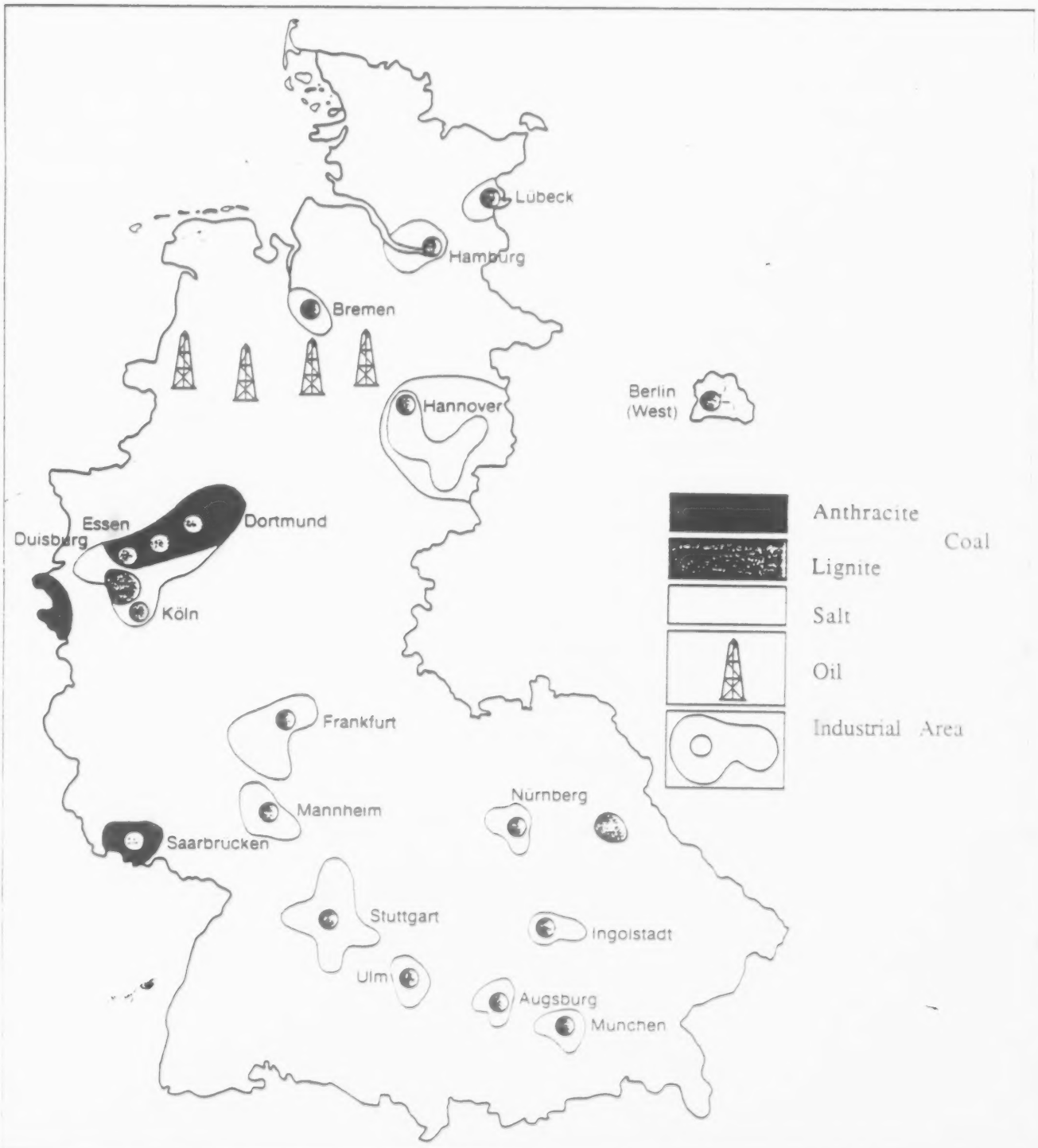
Agriculture: Agriculture in West Germany is largely characterized by small mixed family farms. About 55% of the land is used for farming. Agriculture is highly efficient producing about 80% of food requirements. The major crops are grain and feed cereals, potatoes, sugar beets, vegetables, fruit and wine grapes. Most farms keep livestock. There are also poultry, pig and cattle operations.

Forestry: Almost a third of Germany is covered with forest. 30 million cubic meters of timber are harvested per year. Forests are important recreation areas and have a beneficial influence on soil, air and climate.

Industry: Industry is concentrated in the North Rhine/Westphalia, Bavaria, Lower Saxony, Hesse and Saarland. The steel and iron industry is the fourth largest in the world. Production of machinery, machine tools and other capital goods for equipping industrial plants it he major industrial strength of Germany. Passenger cars and commercial vehicles are the second largest industry. The third is the manufacture of chemicals and the fourth is electrical equipment.

Raw Materials and Mining: Germany is relatively poor in raw material resources. They must import copper, bauxite, manganese, titanium, rock phosphate, wolfram and tin. The major hard coal deposits are in the Ruhr Region and Saarland. Brown coal lies mainly in the region of the Harz Mountains and in the lower Rhenish Bigh. Germany has large deposits of iron ore but it is of poor quality. There are small petroleum reserves and almost a third of natural gas is from local sources.

NATURAL RESOURCE MAP



Land utilization
in thousands of hectares
(1 hectare = approximately 2.47 U.S. acres)

Total area	24,870.8	
Arable land (1981, 1985)	12,197.0	12,019.1
thereof forest (1979, 1985)	7,317.5	7,360.0
Area covered by buildings, free space (1979, 1985)	1,287.7	1,488.5
Area covered by overland transportation routes (1979, 1985)	1,169.0	1,210.5

From Facts About Germany, The Federal Republic of Germany

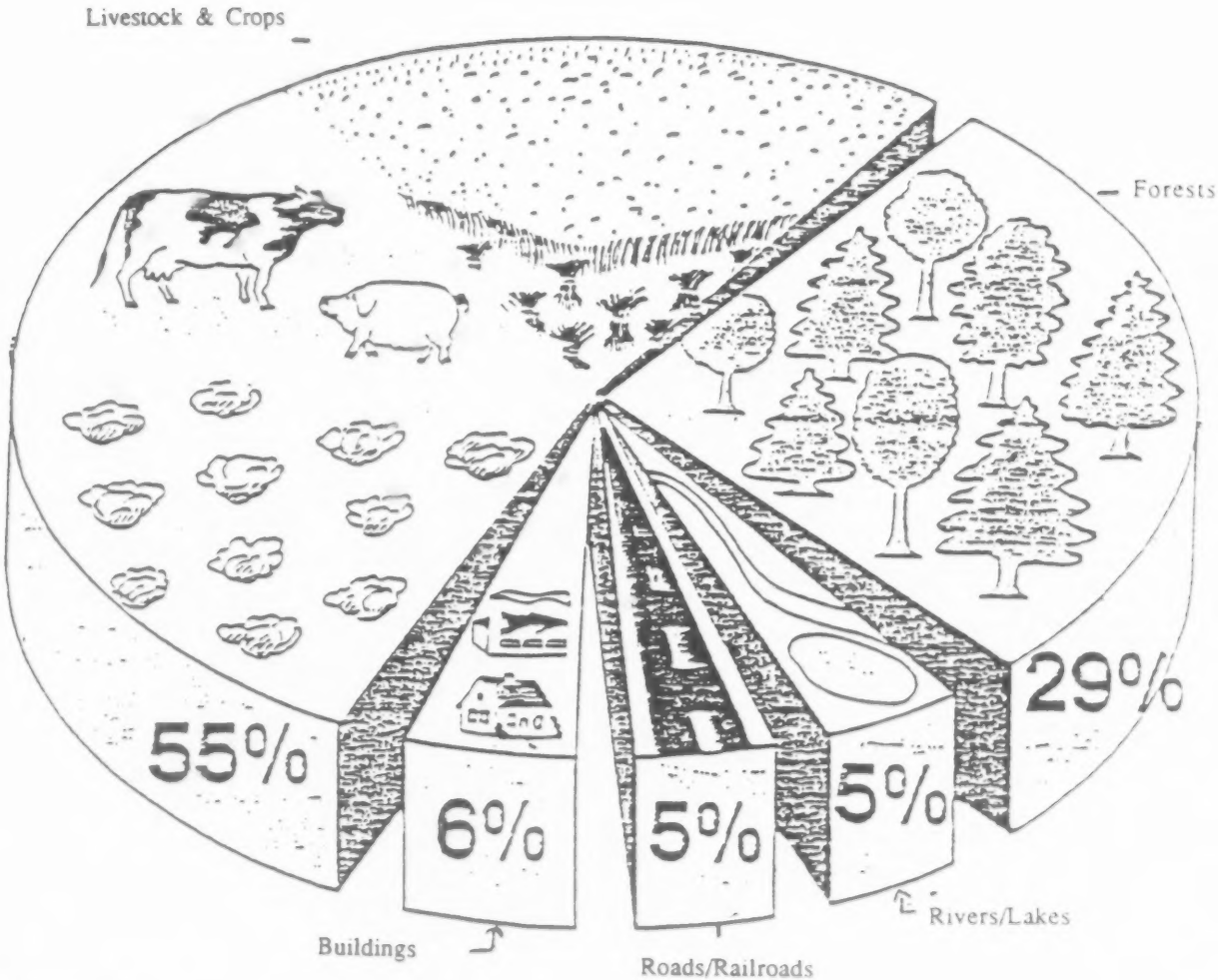
Field crops (in 1,000 tonnes)

	1970	1975	1986
Wheat	5,662	7,014	10,407
Rye	2,665	2,125	1,818
Barley	4,754	6,971	9,377
Oats	2,484	3,445	2,687
Maize	507	531	1,302
Potatoes	16,250	10,853	7,390
Sugarbeet	13,329	18,203	20,260

Livestock

	1970	1975	1986
Horses	253,000	341,000	368,000
Cattle	14,026,000	14,493,000	15,305,000
Pigs	20,969,000	19,805,000	24,503,000
Sheep	843,000	1,087,000	1,383,000
Fowl	98,608,000	88,705,000	72,124,000
Ducks	1,610,000	892,000	1,093,000

From Facts About Germany, The Federal Republic of Germany



AGRICULTURAL CROPS

The largest industrial firms in the Federal Republic of Germany (1986)

Firm, base	Sector	Turnover (DM millions)	Employees
1. Daimler-Benz AG, Stuttgart	Motor vehicles, electrics	65,498	320,000
2. Volkswagenwerk AG, Wolfsburg	Motor vehicles	52,794	281,000
3. Siemens AG, Berlin-Munich	Electrics	47,023	363,000
4. BASF, Ludwigshafen	Chemicals	43,083	131,500
5. Bayer AG, Leverkusen	Chemicals	40,794	173,000
6. Veba AG, Dusseldorf	Energy, petroleum, chemicals	40,138	69,700
7. Hoechst AG, Frankfurt	Chemicals	38,014	181,200
8. Thyssen AG, Duisburg	Iron and Steel	31,997	127,400
9. Rheinisch-Westfalisches Eiektrizitatswerk AG, Essen	Energy	28,789	70,300
10. Bosch GmbH, Stuttgart	Electrics	21,719	147,400
11. Ruhrkohle AG, Essen	Mining	20,923	132,600
12. Bayerische Motorenwerke AG, Munich	Motor vehicles	17,515	58,100

From Facts About Germany, The Federal Republic of Germany

TOPIC: **GEOGRAPHY AND ENVIRONMENT**

LESSON 7: **Transportation and Communication**

LESSON OBJECTIVE(S): The student will be able to:

- compare transportation in Germany to transportation in Georgia
- describe the communication and transportation network in Germany

MATERIALS AND RESOURCES:

Activity 3: Handout 7.1 "Decision Making Chart"
Activity 4: Handout 7.2 "Road Map"
Reference Materials

ACTIVITIES:

Activity 1
Research traffic regulations in Germany and Georgia. Make a chart showing speed limits, number of miles of roads, types of signs used, seatbelt regulations, and the price of gasoline in Germany and Georgia.

Activity 2
Cut out pictures from magazines and paste on poster board to make a collage showing the types of transportation used in Germany.

Activity 3
Choose one of the following topics and write a short essay explaining why you would agree or disagree with the Germany policy.

1. Government ownership of telephone and telegraph systems
2. Government charging a fee of the citizens to operate public radio and television stations
3. Government ownership of the railway and monopoly of the government airline within the country

Use the decision-making chart (Handout 7.1) to show options. Your essay should summarize and justify your position.

Activity 4
On a map of Germany (Handout 7.2), starting at the Baltic or North Sea, have students trace the route they would take to deliver goods to an important industrial city. They should include what they are taking to the city and what industry will use the product.

BACKGROUND INFORMATION:

In Germany, transportation carriers are publicly owned, except for trucks and barges carrying freight. The Federal railways cover 28,000 kilometers of track; 11,200 kilometers are electrified. All towns of any size can be reached by rail, and, in connection with railway buses, even the smallest villages.

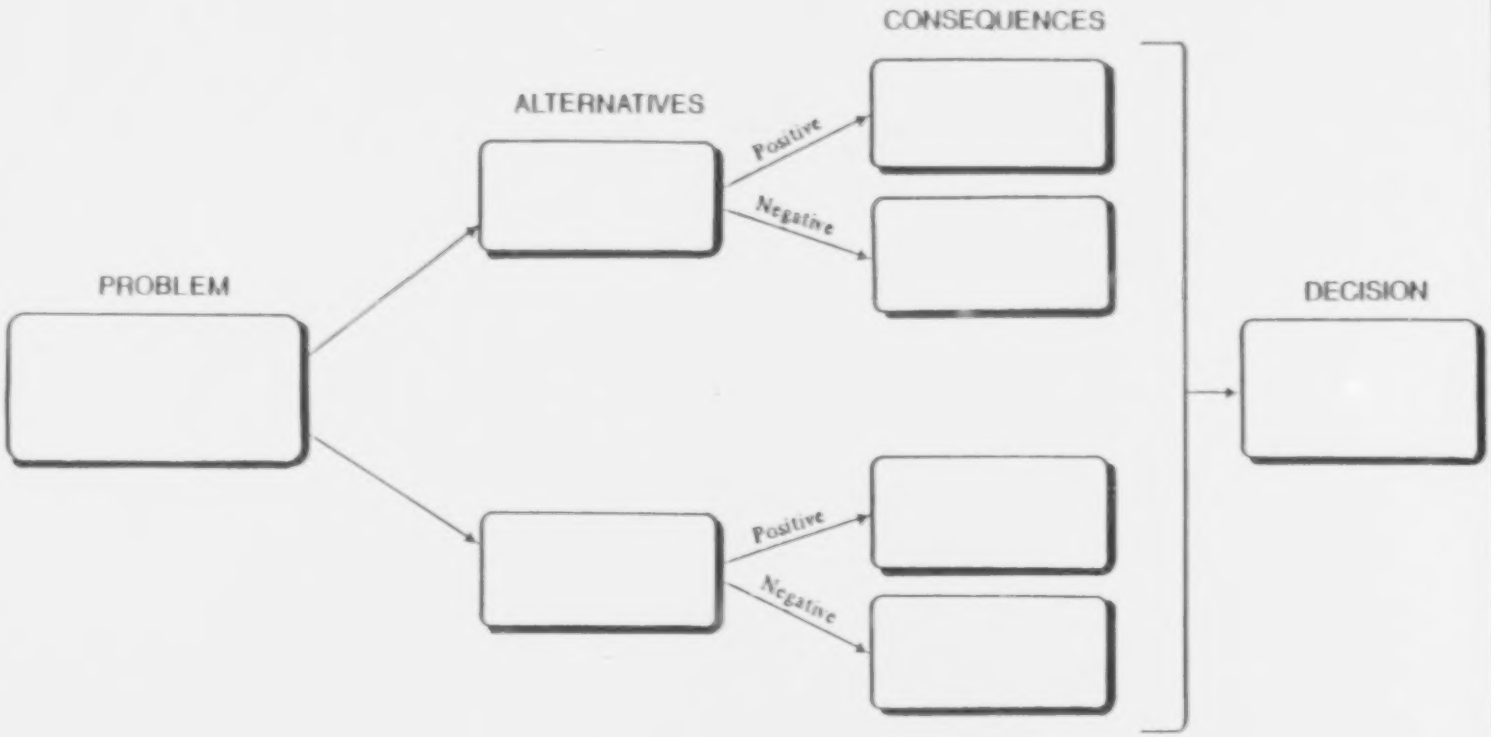
The network of roads in Germany is over 490,000 kilometers long (1 kilometer = .62 miles). About 8,400 kilometers are Autobahn (expressway). The maximum speed limits on German roads in built up areas are 50 kilometers (about 30 miles per hour) and 100 kilometers (about 62 miles per hour) in other areas. There is no speed limit on the Autobahns, 130 kilometers (about 81 miles) an hour is the generally recommended speed. Traffic signs correspond to those used internationally.

Germany has a very good system of waterways that tie the country together. Trade goods arrive in Germany by means of ports on the North Sea or Baltic Sea. Navigable rivers and canals link almost every major city in Germany. There are about 4,329 kilometers (1,672 miles) of waterways in use. There is a dense network of air routes connecting German cities. The focal point is Frankfurt on the main.

Government owned airlines have a monopoly on internal flights, while Lufthansa competes with other lines on international flights. Germany has 10 international airports and many local airports.

The postal, telephone and telegraph systems are government-owned. Radio and television networks are financed on the basis of monthly fees paid by the populace. There is no government intervention or restriction of freedom of press or speech. Private radio and television organizations are beginning to compete for the media market. The voice of Germany and radio Germany broadcast programs abroad in more than 30 languages. Around 1,250 daily newspapers are published in Germany. There are more than 11,000 periodicals of all kinds published on a regular basis.

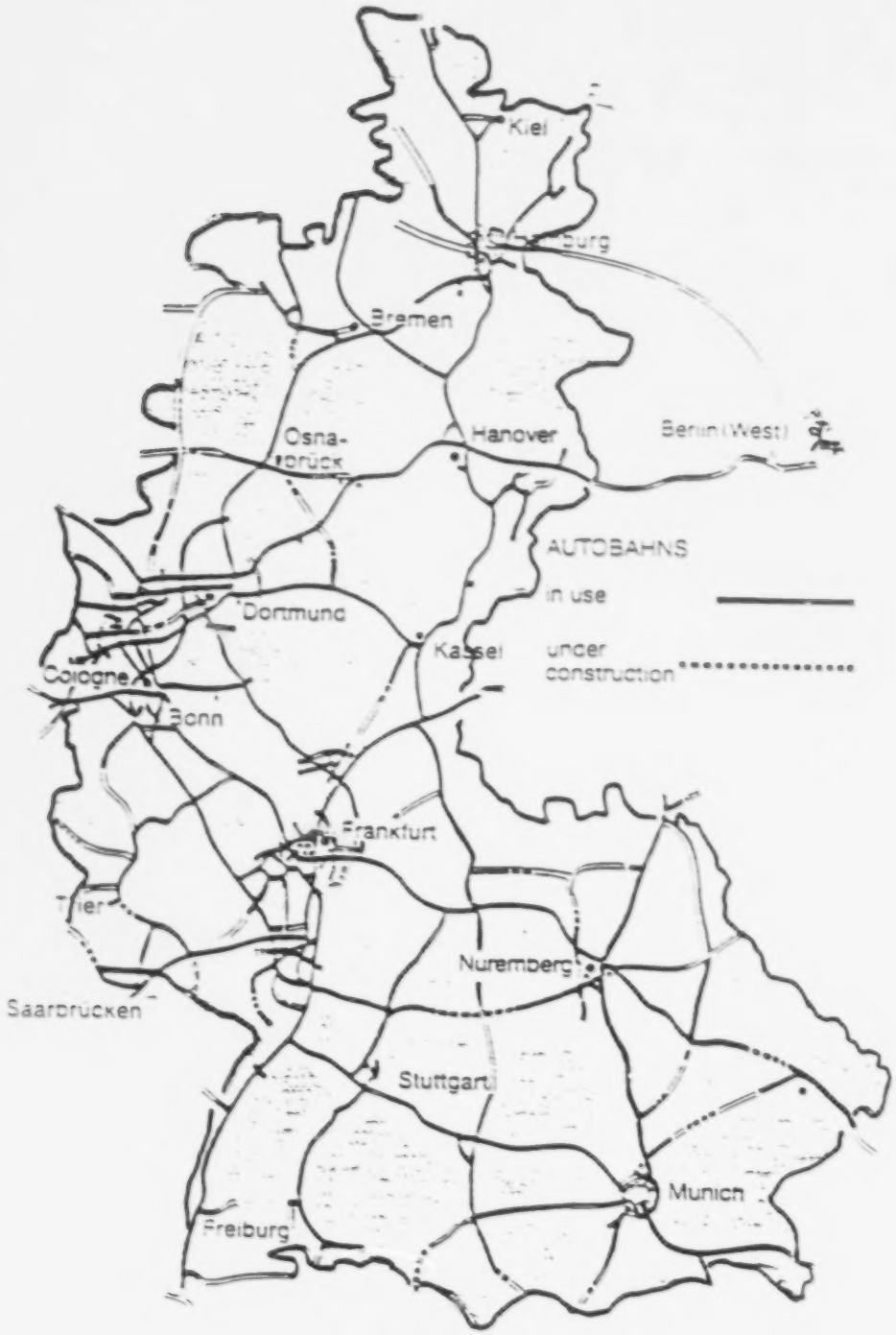
Decision Making



From Improving Citizenship Education Implementation Handbook. Fulton County Board of Education, 1981, p 45

Enlarge diagram if additional alternatives or consequences are needed

ROAD MAP


Kiel
Bremen
Hanover
Berlin (West)
Osna-
brück
AUTOBAHNS
in use
under
construction
Dortmund
Kassel
Cologne
Bonn
Frankfurt
Nuremberg
Saarbrücken
Stuttgart
Munich
Freiburg

TOPIC: GEOGRAPHY AND ENVIRONMENT

LESSON 8: **Public Transportation in Berlin**

LESSON OBJECTIVE(S): The student will be able to:

- interpret information from a atrain schedule
- read information from a subway map

MATERIALS AND RESOURCES:

Handout 8.1 "Train Schedule"
Handout 8.2 "Train Schedule"
Handout 8.3 "Subway Map"
Handout 8.4 "Berlin City Transportation"

BACKGROUND INFORMATION:

Germany, and most of Europe, uses a twenty-four hour clock. We often call this "military time". 13.00 is 1:00 p.m., 11:00 is 11:00 a.m. THus, the first train on the schedule leaves Wiesbaden at 5:29 a.m. and arrives in Berlin at 14.14 or 2:14 p.m.

The city subways run from one point to another and back. For example: U 6 runs from Alt-Mariendorf to Tegel and back. If you want to know which way it is going, the final destination is marked on the train. If you are at Friedrichstrasse and wish to go to Tempelhof, the train you should take will be labeled Alt-Mariendorf. Finally, to get to the airport, you must take the bus.

ACTIVITIES:

Activity 1
Divide students into groups of three. Each group should receive a copy of Handouts 8.1, 8.2, 8.3 and 8.4. Have students work in groups and complete the worksheets.

Fahrplanauszug

Sommer 1988

29. Mai 1988 bis
24. September 1988

Wiesbaden → Berlin Zoo

Verkehrszeiten	ab	Zug	an	Service	Umsteigen in	an	ab	Zug
Mo bis Fr, nicht 17.VI.	5.29	S	14.14		Ffm	6.11	6.23	IC 578
					Hann	9.45	10.19	D243
	7.36	E3485	16.21		Ffm	8.08	8.35	D355
	7.56	S	17.39		Ffm	8.46	9.23	IC 698
					Hann	12.45	13.04	D345
	8.23	IC 353	17.39		Mainz	8.32	8.41	EC 21
					Ffm	9.12	9.23	IC 698
					Hann	12.45	13.04	D345
werktags, nicht 2.VI.	8.38	E3487	17.39		Ffm	9.10	9.23	IC 698
					Hann	12.45	13.04	D345
	10.11	FD 1923	19.02		Ffm	10.38	11.23	EC 78
					Hann	14.45	15.03	D347
	10.23	IC 361	19.02		Mainz	10.32	10.41	IC 129
					Ffm	11.12	11.23	EC 78
					Hann	14.45	15.03	D347
werktags, nicht 2.VI.	10.29	S	19.02		Ffm	11.11	11.23	EC 78
					Hann	14.45	15.03	D347
	12.21	D2121	20.59		Ffm	12.49	13.23	IC 696
					Hann	16.45	17.03	D247
werktags, nicht 2.VI.	12.29	S	20.59		Ffm	13.11	13.23	IC 696
					Hann	16.45	17.03	D247
	13.49	S	23.07		Ffm	14.31	15.30	D351
werktags, nicht 2.VI.	14.14	S	23.07		Ffm	15.06	15.30	D351
	14.23	IC 377	22.58		Mainz	14.32	14.41	IC 523
					Ffm	15.12	15.23	IC 694
					Hann	18.45	19.03	D349
	14.23	IC 377	23.07		Mainz	14.32	14.41	IC 523
					Ffm	15.12	15.30	D351
werktags außer Sa, nicht 2.VI.	14.29	S	22.58		Ffm	15.11	15.23	IC 694
					Hann	18.45	19.03	D349
werktags außer Sa, nicht 2.VI.	14.29	S	23.07		Ffm	15.11	15.30	D351
	20.53	S	6.38		Ffm	21.46	22.32	D359

TRAIN SCHEDULE

Key Words:

Um - is short for "Umsteiger," which means transfer or change trains.
ab - is short for "abfahren," which means depart.
an - is short for "ankommen," which means arrive.

There is a lot of information here which you do not know, but try to guess. Rembmer it is a train schedule. Pretend you are desperate to get to Berliner Zoo.

It is 9:00 a.m. Monday morning and your are in Wiesbaden. You must get to Berlin as quickly as possible. ("Zoo" is the central train station in Berlin, as well as a zoo.)

1. When is the first available train to Berlin?_____
2. At what time will it arrive?_____
3. How long will the trip take?_____
4. How many times must you change trains?_____
5. The first time from train #_____ to train #_____.
6. How much time will you have to change trains?_____
7. The second time from train #_____ to train #_____.
8. How much time will you have to change trains?_____
9. There are five types of train: S, D, E, EC, and IC. Which do you think is the most expensive? Why?_____

_____

TRAIN SCHEDULE

Key Words:

Um - is short for "Umsteiger," which means transfer or change trains.
ab - is short for "abfahren," which means depart.
an - is short for "ankommen," which means arrive.

There is a lot of information here which you do not know, but try to guess. Remember it is a train schedule. Pretend you are desperate to get to Berliner Zoo.

It is 9:00 a.m. Monday morning and your are in Wiesbaden. You must get to Berlin as quickly as possible. ("Zoo" is the central train station in Berlin, as well as a zoo.)

1. When is the first available train to Berlin? 10:11
2. At what time will it arrive? 19:02
3. How long will the trip take? 8 hours and 51 minutes
4. How many times must you change trains? 2
5. The first time from train # 1923 to train # 78.
6. How much time will you have to change trains? 45 minutes
7. The second time from train # 78 to train # 347.
8. How much time will you have to change trains? 18 minutes
9. There are five types of train: S, D, E, EC, and IC. Which do you think is the most expensive? Why? EC

GEOGRAPHY AND ENVIRONMENT
Lesson 8
Handout 8.3

87

103

Key Words:

"Umsteigen" - means to transfer.
U - is an abbreviation for "Untergrundbahn" or subway.
S - is short for "Strassenbahn" or street car.

Visitors arriving in West Berlin arrive at Zoologischer Garten, in the central part of West Berlin. Your hotel is in the Bundesplatz, five stops south of the Zoogarten.

1. Which U-bahn would you take?_____

When the train comes, it will have either Rathaus Steglitz or Osloer Strasse on the front of it.

2. Which one should you take?_____

You wish to see the Olympic Stadium.

3. How do you get there?_____

_____

The main shopping area is called the Kurfurstendamm.

4. How do you get there from the Olympic Stadium?_____

_____

The shaded line on the map is the dividing line between East and West Berlin. Oddly enough, you can take a subway from West Berlin and Get off in East Berlin.

5. Which station is in East Berlin?_____

You decide to visit the Wannsee, a pretty lake in southwest Berlin.

6. From your hotel in Bundesplatz, how do you get there?_____

It is time for you to fly home.

7. How do you get to Tegel Airport from the Wannsee?_____

_____

Key Words:

"Umsteigen" - means to transfer.
U - is an abbreviation for "Untergrundbahn" or subway.
S - is short for "Strassenbahn" or street car.

Visitors arriving in West Berlin arrive at Zoologischer Garten, in the central part of West Berlin. Your hotel is in the Bundesplatz, five stops south of the Zoogarten.

1. Which U-bahn would you take? U9

When the train comes, it will have either Rathaus Steglitz or Osloer Strasse on the front of it.

2. Which one should you take? Rathaus Steglitz

You wish to see the Olympic Stadium.

3. How do you get there? U9 to Zoo U1 to Olympic Stadium

The main shopping area is called the Kurfurstendamm.

4. How do you get there from the Olympic Stadium? U1 to Wittenbergplatz

The shaded line on the map is the dividing line between East and West Berlin. Oddly enough, you can take a subway from West Berlin and Get off in East Berlin.

5. Which station is in East Berlin? FriednchstraBe

You decide to visit the Wannsee, a pretty lake in southwest Berlin.

6. From your hotel in Bundesplatz, how do you get there? U9 to Steglitz; S1 to Wannsee

It is time for you to fly home.

7. How do you get to Tegel Airport from the Wannsee? S3 to Zoo; U6 to Kurt Schumacher Platz; City 8 to Tegel

TOPIC OVERVIEW

TOPIC: **HISTORY AND CULTURE**

PURPOSE: To help students gain a better understanding of the history and culture of Germany and be able to describe political, economic, and social factors which contributed to its development.

VOCABULARY:

clan	immigrant
legion	denim
guild	airlift
cathedral	abbey
peasant	convent
mores	proverbs

EVALUATION:

- teacher observation
- check worksheets
- peer observations
- role play

TOPIC: **HISTORY AND CULTURE**

LESSON 1: **Settlers of Early Germany**

LESSON OBJECTIVES: The student will be able to:

- identify early German settlers and the approximate dates of their settlements
- describe characteristics of early German settlers

MATERIALS AND RESOURCE

Handout 1.1 "Settlers of Early Germany"
Handout 1.2 "Word Find of Early German Settlers"
Handout 1.3 "Map of Early German Settlements"
Handout 1.4 "Time Line of Early German Settlers"
Handout 1.5 "Data Retrieval Chart of Early German Settlers"

ACTIVITIES:

Share information in Handout 1.1 "Settlers of Early Germany" with students. Have students find the vocabulary words in the "Word Find" (Handout 1.2) and discuss their meaning in the context of the reading. Use the map to identify locations. Have students complete "Map of Early German Settlers" (Handout 1.3), the Time Line (Handout 1.4), and the data retrieval chart (Handout 1.5) as a way of helping students organize and interpret information from the reading.

Settlers of Early Germany

People must have begun to value the lovely area near Heidelburg on the Neckar River as early as the Stone Age, since the oldest human bones on German soil were found near there. Neanderthal man, already a cleaver hunter and implement maker, lived near present-day Dusseldorf. And at Lake Constance, archeologists have uncovered New Stone Age settlements which were piled in the water to protect people from animals and enemies. Thus, the beginnings of a long and varied history of the development of German settlements.

The Celts: One of the first central European cultures, the Celts thrived about 800 B.C. - 400 B.C. They were farmers and traders and built settlements which the Romans called "opida". About the middle of the first century B.C., Germanic peoples forced their way into Celtic territory. In 58 B.C., the Romans began their conquest of the Celts and in a short time the entire Celtic area belonged to the Roman Empire. The Celts became Romanized and the Germanic tribes became immediate neighbors.

The Teutons: "Blue eyes and reddish hair, a large build, very strong in the attack, but not suitable to the same extent for heavy work". This was their description by Tacitus, the Roman historiographer, in 60 A.D. He was describing a number of German clans (Vandals, Goths, and others) on the northern borders of Imperial Rome and partly on Roman territory.

What made them dangerous to the Romans were their warlike nature and their migration during 100 A.D. and 570 A.D. Many of these people moved from their original settlements and traveled many thousands of miles to France, England, and North Africa, and constantly threatened the Roman Empire.

Romans in Germany: About the time of Christ's birth the powerful Roman Emperor Augustus attempted to spread Rome's power in the North to incorporate Germany into the Roman Empire. But the warriors of the Germanic people, the Cherusci, in 9 A.D., under their leader Armenius defeated three of the best Roman legions. Due to this defeat, the Romans chose as their border the Rhine and Danube Rivers and chose to make the empire secure against the Germanic people by building a 341 mile long wall, named the Lines. Parts of the wall can still be seen today. Military camps, watch towers and stringent border controls were intended to protect the Empire from barbarians. Gifts of money, and lively trading at the border with furs, wine, and slaves, enabled Romans to adopt the Germanic tribes as partners. Towns such as Regensburg, Mainz, Trier and Augsburg were built along Roman lines. To make life more bearable in distant inhospitable Germany, the Roman soldiers built theaters, baths, bridges, paved roads, decorated houses and villas - all things which were familiar to them.

In 406 A.D., as the Vandals crossed the Rhine in large numbers, the Germans ushered in the end of the economically, politically, and militarily disintegrating Roman Empire. The history of Germany and Europe was then to be decided by the Germanic tribes, which now set about succeeding the Romans in West and Central Europe. Who knows the many Germanic tribes who brought about the fall of Rome? They have been lost in the mysteries of the past.

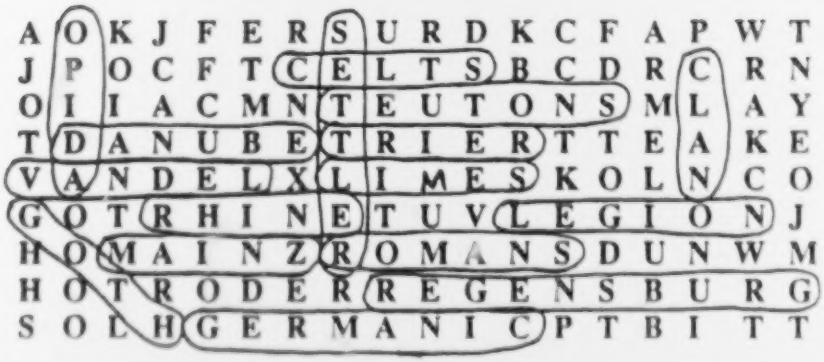
WORD FIND
Early German Settlers

A O K J F E R S U R D K C F A P W T
J P O C F T C E L T S B C D R C R N
O I I A C M N T E U T O N S M L A Y
T D A N U B E T R I E R T T E A K E
V A N D E L X L I M E S K O L N C O
G O T R H I N E T U V L E G I O N J
H O M A I N Z R O M A N S D U N W M
H O T R O D E R R E G E N S B U R G
S O L H G E R M A N I C P T B I T T

settler
Celts
Romans
opida
Germanic
Teutons
clan
vandal

Goth
legion
Rhine
Danube
Limes
Regensburg
Trier
Mainz

WORD FIND
Early German Settlers


A O K J F E R S U R D K C F A P W T
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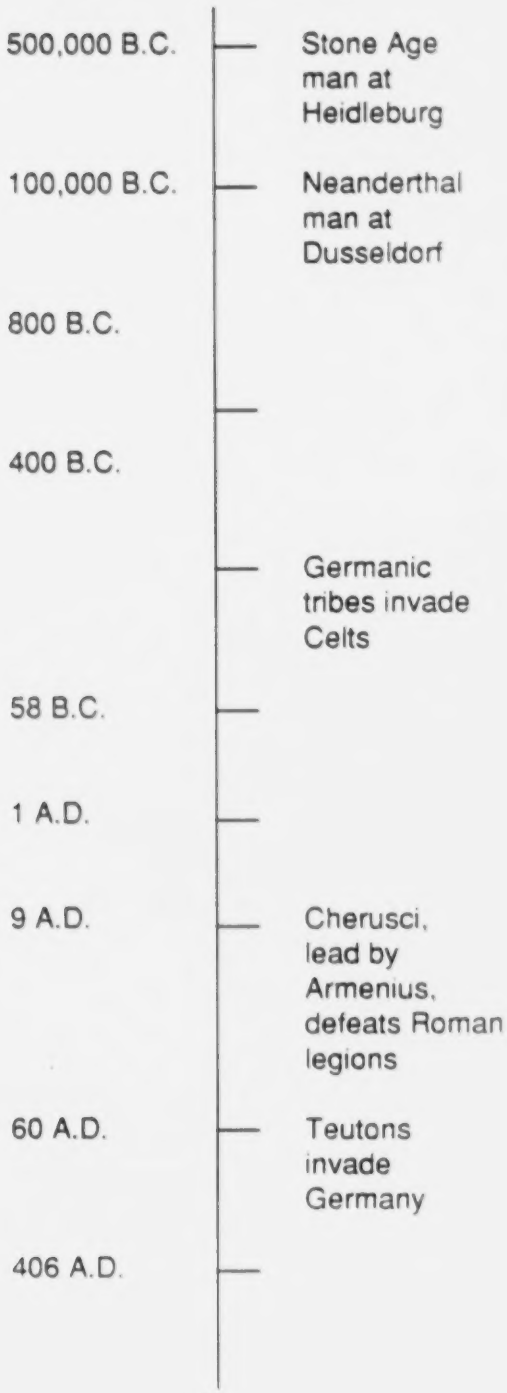
G O T R H I N E T U V L E G I O N J
H O M A I N Z R O M A N S D U N W M
H O T R O D E R R E G E N S B U R G
S O L H G E R M A N I C P T B I T T

settler
Celts
Romans
opida
Germanic
Teutons
clan
vandal

Goth
legion
Rhine
Danube
Limes
Regensburg
Trier
Mainz

Location of Early German Settlements
Superimposed on a Map of Modern Germany

Time Line
Early German Settlers



Time Line
Early German Settlers

500,000 B.C.	Stone Age man at Heidleburg
100,000 B.C.	Neanderthal man at Dusseldorf
800 B.C.	Celts in Germany
400 B.C.	
50 B.C.	Germanic tribes invade Celts
58 B.C.	Romans invade Celts
1 A.D.	Christ's Birth
9 A.D.	Cherusci, lead by Armenius, defeats Roman legions
60 A.D.	Teutons invade Germany
406 A.D.	Vandals cross the Rhine River help bring down the Roman Empire

Information Chart

Early German Settlers

Settler	Characteristics	Location of Settlement
Old Stone Age Man	First human culture to use materials made by man for weapons, utensils, etc.	
Neanderthal Man		
New Stone Age Man	Tools were of finer form, often polished stone, made of a variety of stones.	
Celts		Gaul
	"Strong in the attack, but not suitable in the same for heavy work."	Northern Borders of Imperial Rome
	Powerful with legions of soldiers. Built the Limes	
Vandals		West and Central Europe

Information Chart

Early German Settlers

Settler	Characteristics	Location of Settlement
Old Stone Age Man	First human culture to use materials made by man for weapons, utensils, etc.	Heidleburg, on the Neckar River
Neanderthal Man	Hunter and Implement Maker	near Dusseldorf
New Stone Age Man	Tools were of finer form, often polished stone, made of a variety of stones.	Lake Constance
Celts	Farmers and Traders	Gaul
Teutons	"Strong in the attack, but not suitable in the same for heavy work."	Northern Borders of Imperial Rome
Romans	Powerful with legions of soldiers. Built the Limes	Pushed into the North, but eventually chose Northern border to be the Rhine and Danube Rivers
Vandals	Migrated across the Rhine River in 406 A.D., helped bring end to the Roman Empire.	West and Central Europe

TOPIC: **HISTORY AND CULTURE**

LESSON 2: **Medieval Towns and Cities**

LESSON OBJECTIVES: The student will be able to:

- describe the location of German medieval towns and cities
- explain the importance of the craft guilds to the development of towns and cities
- identify characteristics of a "typical" medieval city

MATERIALS AND RESOURCES:

Activity 1: Handout 2.1 "Reading: Medieval Towns and Cities
Handout 2.2 "Crossword Puzzle"
Handout 2.3 "Progression Chart on Craft Guilds"

Activity 2: Film "The Tauber Valley" 16 mm #23330
24 minutes - no cost
Modern Talkin Picture Service
4705-F Bakers Ferry Road
Atlanta, GA 30336
(404) 696-2025

ACTIVITIES:

Activity 1

After sharing information in Handout 2.1, have students find the vocabulary words in the crossword puzzle (Handout 2.2) and discuss. Also use the information in Handout 2.2 to fill in the Progression Chart (Handout 2.3) on craft guilds.

Activity 2

Watch the film, "The Tauber Valley" and discuss the sites and sounds of this historic area. After viewing the film, ask students to assume the role of an adventurer, disinherited noble, or peasant, and write a descriptive paragraph telling about his/her visit to a medieval town or city. Let students exchange paragraphs and read orally in groups or to the class.

Medieval Towns and Cities

"It is generally known that Germanic tribes do not live in towns--they live in individual farmsteads far apart from each other." Tacitus, the Roman historian, thus described the settlement pattern of Germanic peoples. The few towns which did exist up to 1,000 A.D., such as Trier, Cologne, Augsburg or Regensburg, were almost always founded on former Roman camps. These few towns often became the centers of the spreading Catholic religion. Later towns developed around points of settlements such as castles, river crossings, or at the crossing points of the few European trade routes. People came together for protection during dangerous times or where there was the prospect of good business.

The princes also came to recognize the advantage of these settlements. They obtained customs, duties and taxes, rare goods to sell and good craftsman to make needed articles. The towns attracted adventurers, disinherited nobles and escaping peasants. Thus, between 1100 and 1250, the number of towns grew rapidly. After living in the cities for a certain period of time, the peasants would be free. In turn the prosperity of the settlements grew and so did the self-confidence of the people. Eventually, they built fortifications around their cities and made their own laws.

The towns began to recognize their independence by freeing themselves from the guardianship of their overlords, whether a bishop of the church or a nobleman. This freedom was not acquired without struggle and bloodshed, but as a result the citizens developed their own police, courts, governmental leaders and military defense.

The most important people in the cities came to be the business people. Only they sat on the town council and dealt with the business of government.

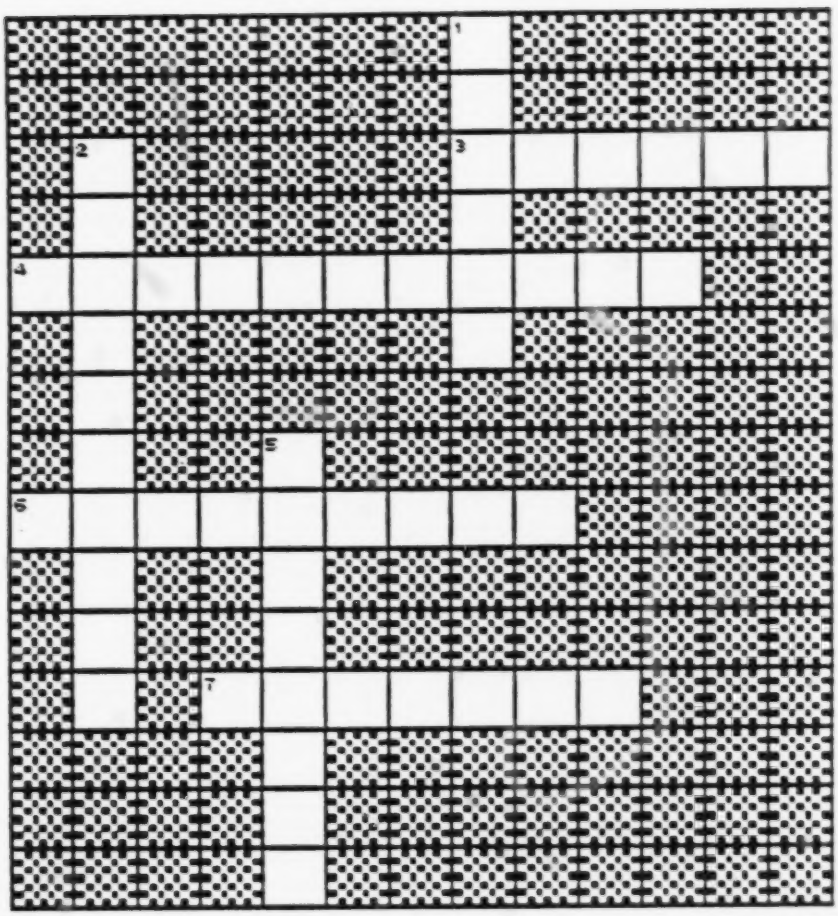
Later, from the 13th to 15th centuries, a second powerful class fought and won its share of economic and social control in the German cities. These were the craft guilds which controlled the price, quality and amount of manufactured goods. Eventually, the craft guilds became so strong they were able to place representatives on the town councils.

Nothing showed more clearly the skill of the craftsmen and the prosperity of the towers than the huge Gothic churches climbing toward the heavens. The Cathedral of Cologne, for example, took centures to be completed. The slim, high towers, the painted window arches reaching upward and the rich decoration, both inside and outside, bare witness to the affluence of the city which was paying for the work.

Rothenburg: Rothenburg, on the Tauber, is a Bavarian town which has survived until today to look very much like it did in the Middle Ages. The town grew up on a plateau, with the Tauber River running through the middle of it. Like so many German communities, this one grew up around a nobleman's castle. Count Conrad the Red was a subject of the Holy

Roman Emperor under whom Rothenburg gradually achieved status as a free city. Thanks to four-directional trade routes and a river for ship transport, wealth accumulated, citizens built stately houses and even immodestly named a principle avenue Herrngasse, or Gentleman's Lane, after themselves. Events through the years have not changed the medieval appearance of Rothenburg. Today, the city is healthy and economically alive as thousands of tourist visit every year.

CROSSWORD PUZZLE



ACROSS CLUES

3. RIVER ON WHICH ROTHENBURG IS LOCATED
4. THOSE WHO CONTROLLED PRICE, QUALITY, AND AMOUNT OF MANUFACTURED GOODS
6. LARGE CHURCH
7. ROMAN HISTORIAN

DOWN CLUES

1. STYLE OF ARCHITECTURE
2. GENTLEMAN'S LANE
5. TOWNS ATTRACTED ADVENTURERS, DISINHERITED NOBLES, AND ESCAPING _____

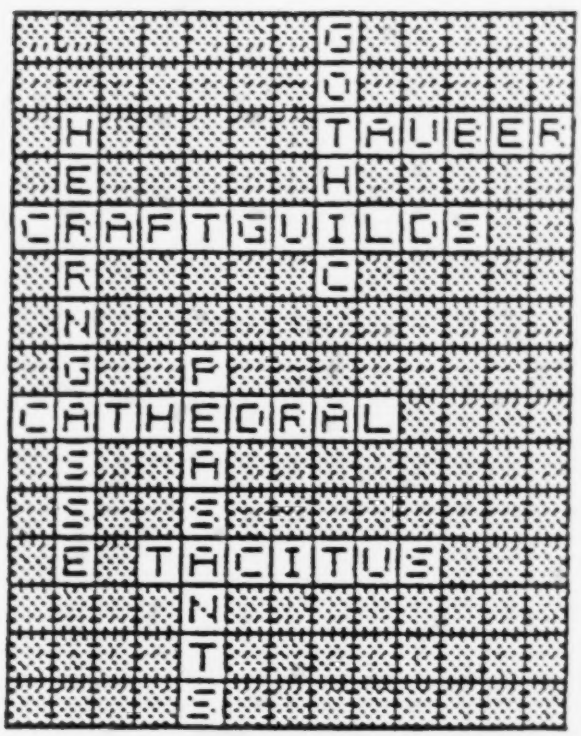
CROSSWORD PUZZLE

ACROSS CLUES

3. Tauber
4. Craftguilds
6. Cathedral
7. Tacitus

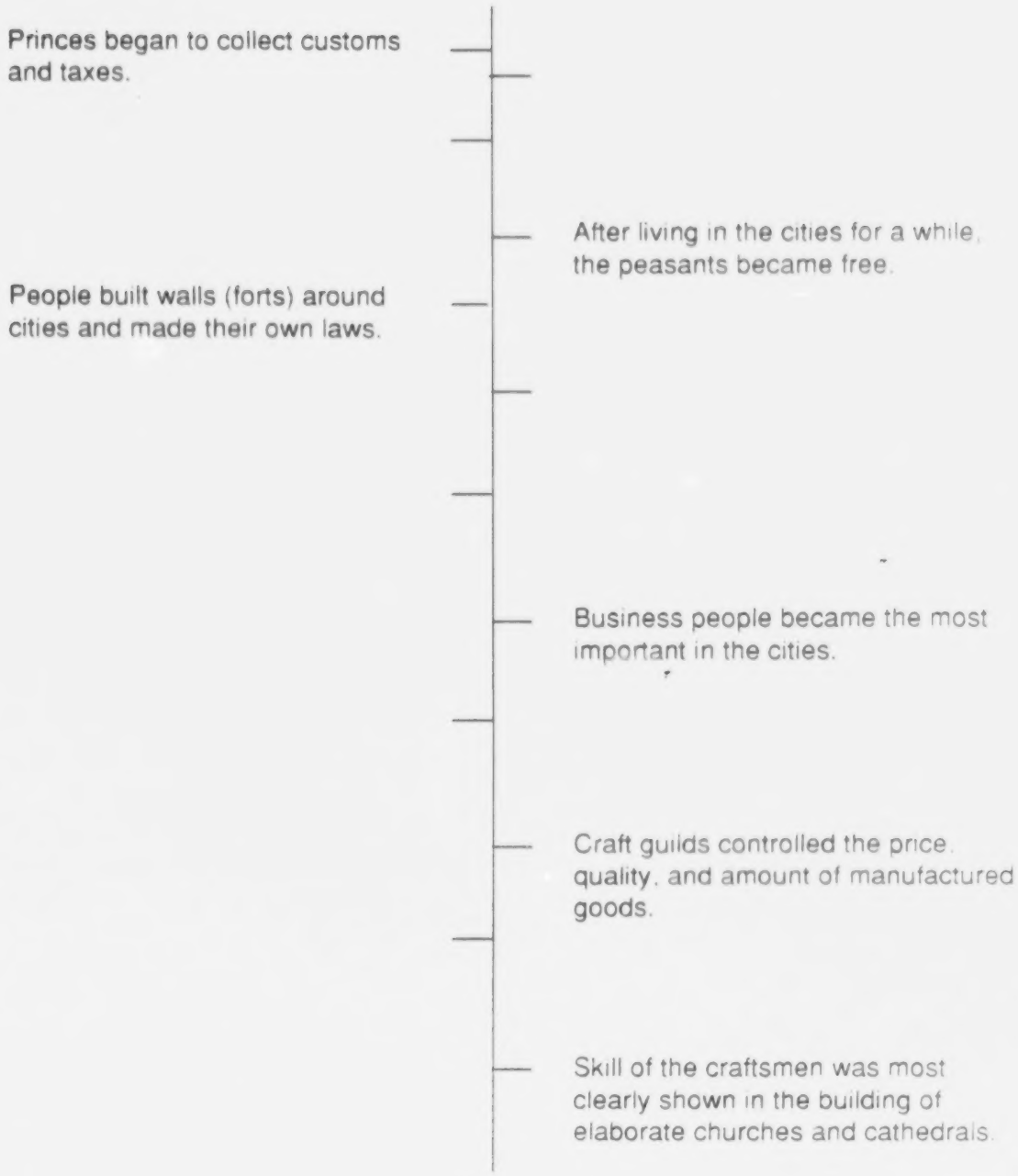
DOWN CLUES

1. Gothic
2. Herrngasse
5. Peasants



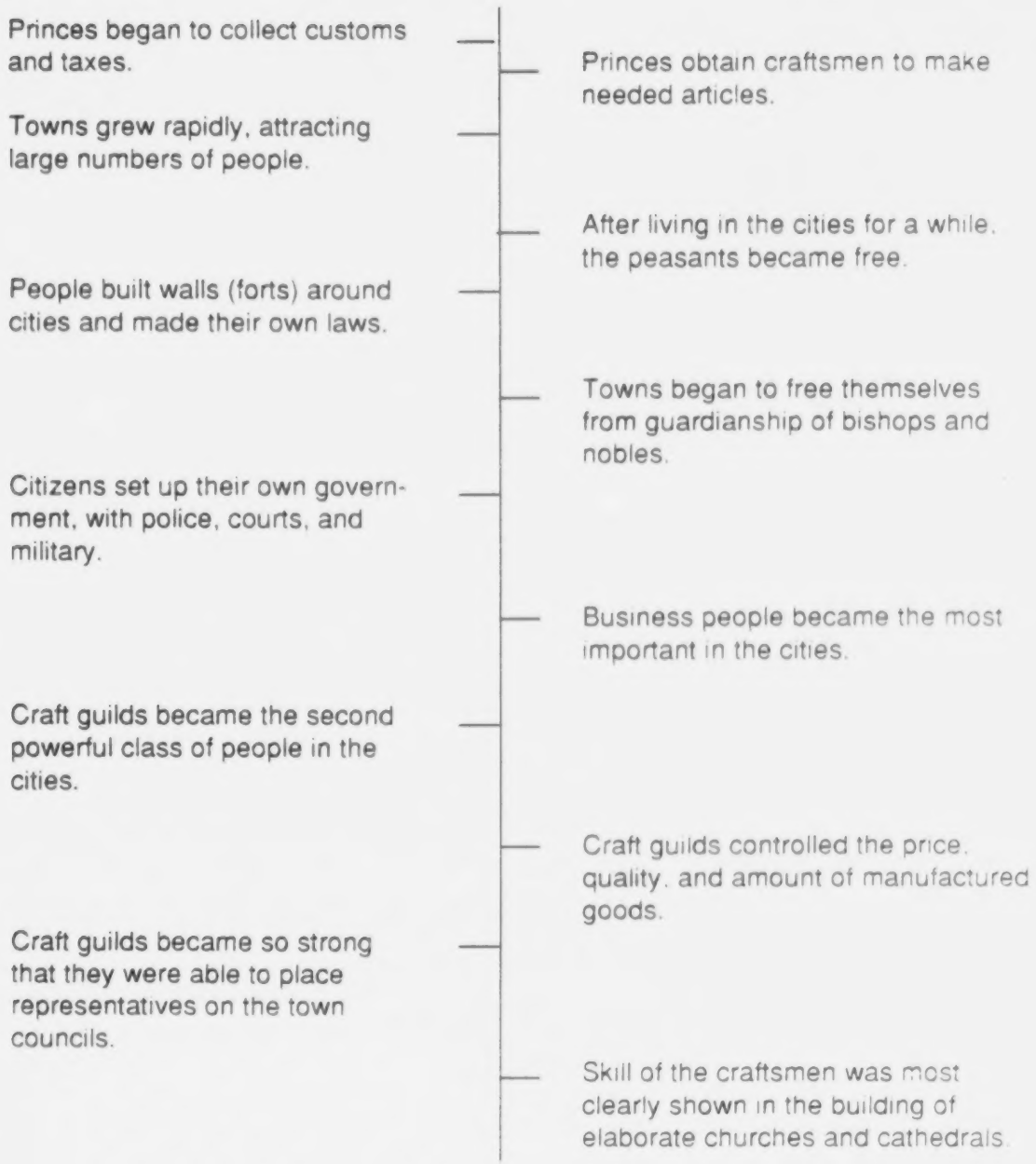
Progression Chart

Craft Guilds


Princes began to collect customs and taxes.
After living in the cities for a while, the peasants became free.
People built walls (forts) around cities and made their own laws.
Business people became the most important in the cities.
Craft guilds controlled the price, quality, and amount of manufactured goods.
Skill of the craftsmen was most clearly shown in the building of elaborate churches and cathedrals.

Progression Chart

Craft Guilds


Princes began to collect customs and taxes.
Princes obtain craftsmen to make needed articles.
Towns grew rapidly, attracting large numbers of people.
After living in the cities for a while, the peasants became free.
People built walls (forts) around cities and made their own laws.
Towns began to free themselves from guardianship of bishops and nobles.
Citizens set up their own government, with police, courts, and military.
Business people became the most important in the cities.
Craft guilds became the second powerful class of people in the cities.
Craft guilds controlled the price, quality, and amount of manufactured goods.
Craft guilds became so strong that they were able to place representatives on the town councils.
Skill of the craftsmen was most clearly shown in the building of elaborate churches and cathedrals.

TOPIC: **HISTORY AND CULTURE**

LESSON 3: **Cologne - Cathedral City of the Rhineland**

LESSON OBJECTIVE(S): The student will be able to:

- identify the major events in the history of Cologne
- explain the importance of the Cathedral of Cologne to the prosperity of the city
- describe differences and likenesses of the cathedral and churches or other public buildings in their local community

MATERIALS AND RESOURCES:

Activity 1: Film: "The Cologne Cathedral" 44 minutes VHS #23704 (no cost)
Modern Talking Picture Service
4705-F Baker's Ferry Road
Atlanta, GA 30336
Tel: (404) 696-2025

Activity 2: Handout 3.1 "Cologne: Cathedral City of the Rhineland
Handout 3.2 "Time Line of Major Events of Cologne"
Handout 3.3 "Picture of Cathedral of Cologne"

ACTIVITIES:

Activity 1

After reading the information in Handout 3.1 and seeing the video "The Cologne Cathedral", have students complete the time line (Handout 3.2). Have students describe the importance of the Cathedral to the development and continued prosperity of Cologne.

Activity 2

After examing the picture of the Cathedral of Cologne (Handout 3.3), have students describe orally or in writing the architectural structure of the building and compare the Cathedral to churches or other public buildings in their local community.

Cologne: Cathedral City of the Rhineland

Historic Cologne (Koln, as the Germans spell it) is the largest city on the Rhine River and the fourth largest in Germany. Famous throughout the world for its scented waters, "Eau de Cologne", the city today is a major commercial and cultural center. Perhaps, Cologne is most famous for its Cathedral or "Dom", which stands majestically in the heart of the city and near the banks of the Rhine.

If Cologne is proud of its "Dom", it also remains attached to its origins, which of course include the Romans. It was about 50 B.C. that Julius Caesar, Emperor of Rome, assigned a German tribe the Urbians, to live on a plateau overlooking the Rhine. They became prosperous business people and the city thrived. In the year 50 A.D., Agrippina, the Cologne born wife of Emperor Claudius, helped the settlement's continued good fortune and gave it a new name: Colonia Claudia Ara Agrippinensium. Over the years, the name has been simplified to its present form.

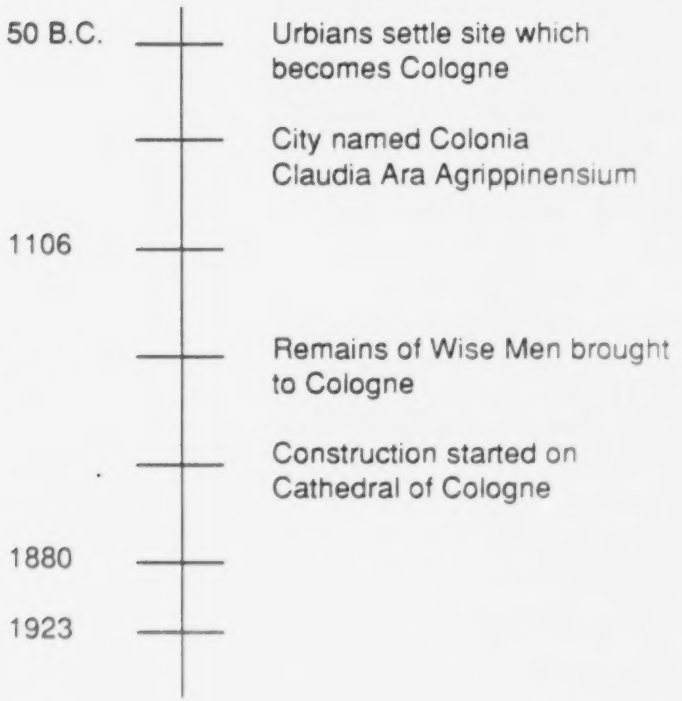
Cologne became the "Rome of the North". The inhabitants got crystal clear water by way of a long aqueduct which brought the water from the mountains. An underground canal system for the drainage of waste water was unbelievably modern in its design. In road making, the Romans were advanced, connecting Cologne to the far reaches of the Roman Empire.

For 400 years the Romans ruled, but eventually they lost control to the Germanic Franks. By 1106 A.D., Cologne had become a major center of trade and manufacturing causing rapid growth of the population and the city. In 1164, the Archbishop of Dassel brought what was believed to be the remains of the Three Wise Men from Italy to Cologne, thus the city became a frequently visited place by religious pilgrims. On August 15, 1248, construction was begun on the Cathedral of
Cologne. Completed over 600 years later, in 1880, the cathedral was built in the Gothic style with tall spires, arches, and elaborate stone work. Today, visitors may walk the 502 steps to the top of the south tower to admire a breathtaking view of the city.

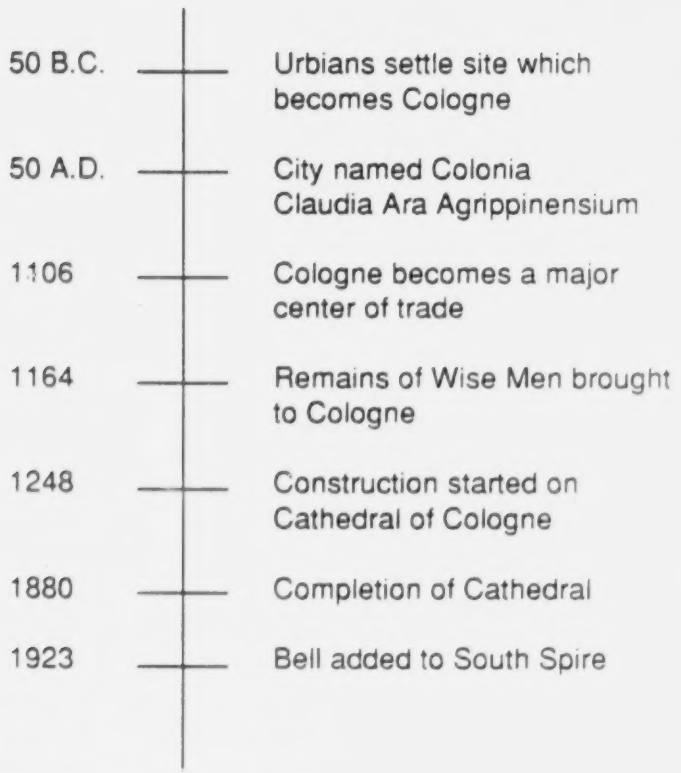
In 1923, the heaviest swinging bell in the world was added to the south spire. During World War II, almost 90% of the city was damaged, however, the cathedral, though badly damaged, was preserved.

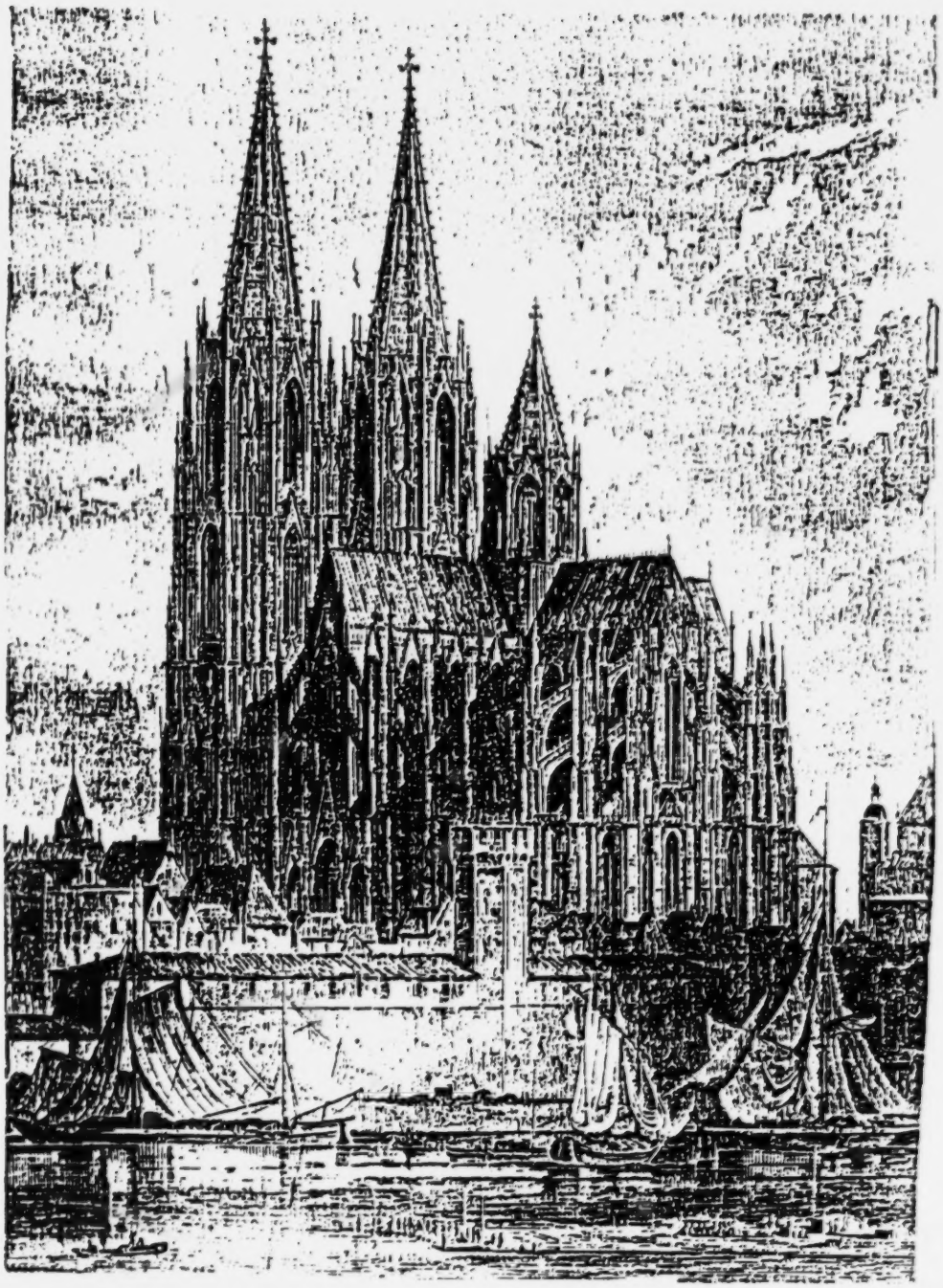
Today, Cologne continues to be one of the most visited cities in Europe. Many fine hotels, restaurants, theaters, museums and of course, the great cathedral, draw thousands of tourists to the city each year.

Time Line - Cologne



Time Line - Cologne





Cathedral of Cologne

TOPIC: **HISTORY AND CULTURE**

LESSON 4: **Bonn and Washington, D.C.: A Tale of Two Capital Cities**

LESSON OBJECTIVES: The student will be able to:

- identify significant events in the history of Bonn and Washington, D.C.
- describe similarities and differences in the cities of Bonn and Washington, D.C.
- describe the development of Bonn and Washington, D.C.

MATERIALS AND RESOURCES:

Activity 1: Handout 4.1 "A Tale of Two Capital Cities"
Handout 4.2 "Word Scramble"
Handout 4.3 Time Line "Bonn and Washington, D.C."
Handout 4.4 "Data Retrieval Chart of Washington, D.C."
Film "Bonn: Facts of a Capital" VHS #23658
Modern Talking Picture Service (no cost)
4705-F Bakers Ferry Road
Atlanta, GA 30336
(404) 696-2025

ACTIVITIES:

Activity 1

To familiarize students with Washington, D.C. and Bonn, have them read Handout 4.1 and then complete Handouts 4.2, 4.3 and 4.4.

Activity 2

After viewing the film "Bonn: Facts of a Capital", have students answer the following questions:

1. Describe the controversies surrounding the establishment of Bonn and Washington, D.C., as the capital cities of their respective countries.

2. Discuss why attitudes changed toward Washington, D.C. as the capital.

3. In your opinion, why do tourists visit the capital city of a nation?

4. After viewing the film, "Bonn: Facts of a Capital", describe how and why Bonn has grown from a sleepy university town into a busy and exciting capital city.

Bonn and Washington, D.C.: A Tale of Two Capital Cities

Bonn, West Germany and Washington, D.C. are both capital cities of their respective countries. They sit an ocean apart, yet they both serve the vital interests of their citizens as cities chosen specifically to be the seat of the federal government. Both cities have a long and interesting history, although Bonn predates Washington, D.C., by several centuries.

Bonn

Bonn was catapulted onto the international scene on May 10, 1949, when it was chosen as the new capital of the German Federal Republic.

On that day, the German Parliament voted closely for Bonn over Frankfurt as the new capital. What helped swing the vote for Bonn was that many felt that if Frankfurt became the capital, then it would always remain there and never return to Berlin, which sits in the middle of communist controlled East Germany. Although the youngest capital in Europe, its history stretches back 2,000 years. Under the name of Castra Bonnensia, it was an important link in the Roman defense line along the Rhine River and was first mentioned by the historian Tacitus, in A.D. 69.

During the 13th century, the powerful prince electors of Cologne moved to Bonn and established the city as a worthy capital of their domain. In 1244, Bonn was granted formal city rights.

It was in Bonn, in 1770, that Beethoven was born.

Until 1949, Bonn was considered a somewhat sleepy university town, no more than the gateway to the romantic Rhine River Valley. Even today there are those who think that Bonn's most important asset is its surrounding countryside. Despite its status as the seat of government, Bonn, with a population of 295,000, has managed to retain the charm of a small town. In its streets, with its markets, shops, cafes, pedestrian mall, and parks, the pace of life is unhurried despite the presence of 38,000 students and countless diplomatic and government personnel.

Yet there can be no doubt that this is a world capital, and a vast administrative center. Proof is supplied in plenty by buildings as the modern Federal Chancellery (office of the Chancellor), the Bundeshaus (the German Federal Parliament Building) and the highrise building for the Members of Parliament which sits close to the banks of the Rhine.

Washington

Washington, the District of Columbia, represents a political compromise, and the father of the compromise was George Washington. It happened in 1790. Leaders of the new nation, the United States of America, felt they should create a special city--a truly magnificent city--to accommodate their capital. New Englanders like the idea, if the city were to be situated in New England. Southerners demanded a Southern capital.

Newly-elected President George Washington solved the impasse by convincing Americans that the city should belong to all. Build it halfway between New England and Georgia, and everyone would have equal access to it. Under terms of the agreement, Washington, who had a great love for the Potomac River and its lush, rolling banks, was to designate the precise city site. Not surprisingly, he selected a fork in the Potomac within 18 miles of his Mount Vernon home. One side was at the head of the tidewaters of the river. The city was to cover a scenic coming together of the East Potomac and West Potomac and occupy land explored by Captain John Smith in 1608.

There were only a few cabins in the newly designated Federal City, as President Washington modestly called it. Just across the river lay the thriving port of Alexandria, Virginia, and just a few miles up the West Fork lay the little town of Georgetown, Maryland. The city was to be no longer than 10 square miles, and to provide the necessary land, the state of Maryland donated 69.25 square miles and the state of Virginia 30.75 square miles. The Virginia land was ceded back to Virginia in 1846.

In 1791, Major Pierre Charles L'Enfant, a former member of General Washington's continental army staff, was given the job of designing the city. L'Enfant became America's first city planner.

Washington's early days found the city itself to either be muddy or dusty, depending upon the season, and was the object of savage jokes. There were few houses and still fewer buildings.

Not many people visited Washington prior to the civil war. In fact, ambassadors who lived in Washington drew hardship pay. But in May of 1865, more than 100,000 people flocked to the capital city to witness the Grand Review of the victorious Union Army. For two days and nights the crowd watched 150,000 Union soldiers parade up Pennsylvania Avenue. Both tourists and soldiers stayed over the week to see the sights. For a week the city's population of 100,000 was more than twice out-numbered by visitors.

And a strange thing happened. The visitors went home and told their friends and relatives that Washington wasn't such a bad place after all. And tourists started coming to see their capital...

Washington underwent periods of expansion during the First and Second World Wars. New federal agencies, new buildings, and many thousands of new civil servants appeared almost overnight. Today, the Federal City is a thriving metropolis of 674,000 persons with another 3 million suburanites living in Maryland and Virginia.

Because of Washington's continuous growth, more and more tourists and conventions come into the city each year. About 16 million visitors annually pass through the city, reinforcing its reputation as one of the most populated cities in the United States.

Word Scramble

Unscramble the following letters to find the important terms.

NOBN _____

HERIN _____

TCAAPIL _____

LEADRFE _____

OPCTOMA _____

LNFNTEA _____

RTSOIUT _____

ICYT _____

MORNA _____

MGRENA _____

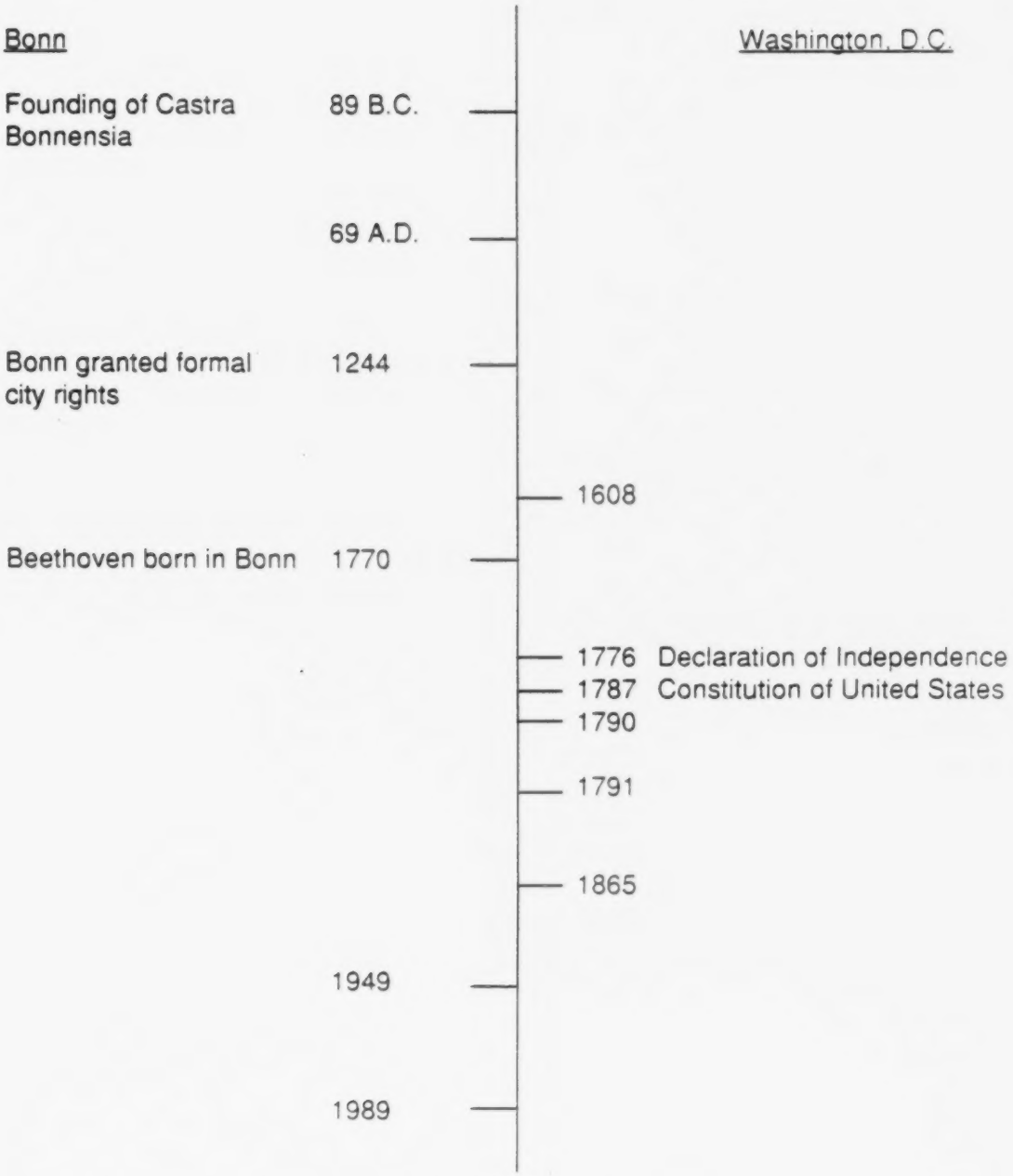
Word Scramble

Unscramble the following letters to find the important terms.

NOBN	Bonn
HERIN	Rhine
TCAAPIL	Capital
LEADRFE	Federal
OPCTOMA	Potomac
LNFNTEA	L'Enfant
RTSOIUT	tourist
ICYT	city
MORNA	Roman
MGRENA	German

Time Line

Bonn and Washington, D.C.



Time Line

Bonn and Washington, D.C.

Bonn		Washington, D.C.
Founding of Castra Bonnensia	89 B.C.	
Bonn first mentioned by historian Tacitus	69 A.D.	
Bonn granted formal city rights	1244	
	1608	Site of Washington, D.C. explored by Captain John Smith
Beethoven born in Bonn	1770	
	1776	Declaration of Independence
	1787	Constitution of United States
	1790	Washington declared capital of United States
	1791	Major Pierre Charles L'Enfant planned Washington, D.C.
	1865	Grand review of victorious union army
Chosen as new capital of German Federal Republic	1949	
Bonn is 2000 years old	1989	

Data Retrieval Chart

	Date Founded	Location	Nearby River	Reason for Site Selection	Original Designer of city	Current Population
Bonn						
Washington, D.C.						

Data Retrieval Chart

	Date Founded	Location	Nearby River	Reason for Site Selection	Original Designer of city	Current Population
Bonn	89 B.C.	Central Western Section of W. Germany	Rhine	City was only to be a temporary capital	Romans	295,000
Washington, D.C.	1790	Central Eastern USA	Potomac	Halfway between newly formed states	L'Enfant	674,000

TOPIC: HISTORY AND CULTURE

LESSON 5: Introducing German History Through Town Names

LESSON OBJECTIVES: The student will be able to:

- identify and locate the major cities of Germany
- identify various geographical features of a region that would attract settlers
- identify the past and present day attraction of mineral water springs

MATERIALS AND RESOURCES:

Activity 1: Handout 5.1 "Outline Map of German Cities"
Handout 5.2 "Town Names and German History"
Atlas

ACTIVITIES:

Activity 1

Distribute copies of the outline map of Germany (Handout 5.1) and the information sheet (Handout 5.2) "Town Names and German History." Allow time for students to find examples of each category listed in the information sheet. Discuss concepts of history and political/cultural development associated with each category. Have students use a map of Germany to locate and label more examples of city names from each category. Students could make a table showing examples of each type of city name.

Activity 2

Allow students to use a map of Georgia to identify cities and towns that developed as a result of favorable geographic, cultural, or political conditions.

HISTORY AND CULTURE
Lesson 5
Handout 5.1

TOWN NAMES AND GERMAN HISTORY

Germany is a picture book of history if you can 'read' it. Town names, for example, can provide a great deal of insight into the historical and cultural background of the region.

Many town names in Southern Germany end in "-heim". Historians consider this to be proof of founding by Frankish settlers.

The ending syllable "-furt" means that the town originated at a spot on a river shallow enough to be crossed on foot.

If a German town name ends or begins with "-reuth", "-reut", "-reute", "-rode", "-rod" or "rath", it originated in a wooded area that had to be cleared of trees and stumps before houses could be built.

In South and West Germany, many towns were established by the Romans in the first centuries A.D. All names ending in "-weiler", "-weier", "-wihl", or "-weil" developed from the Latin word "villa", just as "-kastel" goes back to the Latin "castellum" (castle).

If a name ends with "-burg" this shows that the town grew up near or around a Burg or castle.

Towns that grew up around an abbey or convent usually include the word Kloster or Monch in their names. A name containing "-zell" locates what was once the home of a hermit.

Town names ending with "-ingen" are usually found in the region of Swabia while those ending with "-ing" are almost always located in Bavaria.

If the name of the town begins with "-bad" or "-baden", it is the location of a mineral water spring that attracted early settlers and travelers seeking the supposed curative powers provided by drinking or bathing with this 'special' water. These areas are still popular vacation spots for many Germans who frequent the many spas that still make use of the mineral water to attract business.

TOPIC: **HISTORY AND CULTURE**

LESSON 6: **Teaching Cultural Mores Through Proverbs**

LESSON OBJECTIVE(S): The student will be able to:

- define the terms 'mores' and 'proverbs'
- match similar German and American proverbs
- identify cultural mores and values presented in select proverbs

MATERIALS AND RESOURCES:

Handout 6.1 "Proverbs"

ACTIVITIES:

After the teacher has introduced the concept of 'mores' and reviewed their role in describing the values of a culture, students will be presented with the term 'proverb' and asked to define it and give examples. After students have been told that they will be comparing American and German proverbs, each student will receive a copy of Handout 6.1 "Proverbs", and will be given time to complete the exercise. After every one has finished, answers will be reviewed with time allowed for the discussion of other methods in which cultures pass on mores. Be sure to include the role of folk tales and mythology in 'teaching' mores.

PROVERBS

Cultures around the world use proverbs to illustrate various cultural mores and ideals of that society.

Match the German proverbs in the left column with the corresponding American proverb from the right column.

German	American
___1. Silence is a blessing.	A. From the frying pan into the fire.
___2. If you name the wolf, he comes running.	B. To make a mountain out of a molehill.
___3. He who digs a trap for others will fall into it himself.	C. You cannot make an omelette without breaking eggs.
___4. From the rain into the gutter.	D. Silence is golden.
___5. To make an elephant out of a mosquito.	E. Bad news travels fast.
___6. You cannot build a house of wood without cutting trees.	F. He that mischief hatcheth, mischief catcheth.
___7. A sparrow in the hand is better than a dove on the roof.	G. A bird in the hand is worth more than two in the bush.

For each of the matched German-American proverbs, list the common cultural value or values that you think are being stressed.

1.

2.

3.

4.

5.

6.

7.

What other methods are used to teach the mores of a culture?

HISTORY AND CULTURE
Lesson 6
Handout 6.1 (Key)

PROVERBS

Cultures around the world use proverbs to illustrate various cultural mores and ideals of that society.

Match the German proverbs in the left column with the corresponding American proverb from the right column.

German	American
D 1. Silence is a blessing.	A. From the frying pan into the fire.
E 2. If you name the wolf, he comes running.	B. To make a mountain out of a molehill.
F 3. He who digs a trap for others will fall into it himself.	C. You cannot make an omelette without breaking eggs.
A 4. From the rain into the gutter.	D. Silence is golden.
H 5. To make an elephant out of a mosquito.	E. Bad news travels fast.
C 6. You cannot build a house of wood without cutting trees.	F. He that mischief hatcheth, mischief catcheth.
B 7. A sparrow in the hand is better than a dove on the roof.	G. A bird in the hand is worth more than two in the bush.

For each of the matched German-American proverbs, list the common cultural value or values that you think are being stressed.

1.

2.

3.

4.

5.

6.

7.

What other methods are used to teach the mores of a culture?

TOPIC: **HISTORY AND CULTURE**

LESSON 7: **German Immigrants in the United States**

LESSON OBJECTIVE(S): The student will be able to:

- compare and contrast information about various German immigrants to the U.S.
- identify positive and negative effects that immigration can have on a country
- identify cause-effect relationships that bring about immigration
- research and report on additional immigrants from Germany
- identify members of their own community who have immigrated to Georgia from foreign countries

MATERIALS AND RESOURCES:

Activity 1: Handout 7.1 "German Immigrants in America: Case Study 1"
Handout 7.2 "German Immigrants in America: Case Study 2"
Handout 7.3 "German Immigrants in America"
Activity 3: Handout 7.4 "The Georgia-Germany Connection"

ACTIVITIES:

Activity 1

After reviewing the concept of immigration and it's role in American history, distribute copies of the two case study sheets (Handouts 7.1 and 7.2) and German Immigrants In America (Handout 7.3). Allow time for the students to complete the exercise, then orally review the answers.

Activity 2

Have students use reference resources to develop written or oral reports of other famous German immigrants to the U.S. Notable persons could include: JOHN JACOB ASTOR, ADOLPHUS BUSCH, ALBERT EINSTEIN, MANFRED GEORGE, OSCAR HAMMERSTEIN, ABRAHAM JACOBI, HENRY KISSINGER, EMAMUEL LEUTZE, CHRISTIAN METZ, THOMAS NAST, CHARLES STEINMETZ, FRIEDRICH WILHELM VON STEUBEN, JOHANN SUTTER, ROBERT WAGNER, or FRIEDRICH WEYERHAUSER.

Activity 3

Distribute copies of the "Georgia-Germany Connection" (Handout 7.4) and, after students have finished reading it, discuss the circumstances that brought about Helga's immigration to the U.S. and eventual settlement in Columbus. Have students identify individuals in their own communities that would be considered to be immigrants. These individuals can be invited to speak to the class or students can formulate interview questions, set up interviews, and develop written or oral presentations about the person to share with other students.

GERMAN IMMIGRANTS IN AMERICA
CASE STUDY 1

Levi Strauss

Blue jeans are the uniform of the "blue international." They are worn on all continents wherever people get hold of them. In the Soviet Union, they are traded on the black market. No other article of clothing has so intensely preoccupied sociologists and philosphers. Scholars regard Levis, manufactured in San Francisco since 1850, either as "a sociological phenomenon" or "symbolic of the desire to be 'in'." Others view Levis as the democratic symbol of the kind of freedom characteristic of California during the gold rush that started in 1849.

Levis Strauss, an immigrant from Bavaria, would be surprised to read the scholarly discussions about his creation, but he would surely be glad that more than 800 million pairs of his pants have been sold to men and women since the time of his modest beginnings.

We do not know very much about him, only that he came from a modest family, and that he wanted to 'get ahead'. He was born in 1829, came to America at the age of 14, and lived with an uncle in Louisville, Kentucky, until he became infected with 'gold rush fever'.

He traveled to New York, where his brothers Jonas and Louis were in the dry goods trade, and bought a supply of silk and cloth. In addition, on his way West, he took along a supply of canvas intended for the Conestoga wagons made by German wheelwrights in Pennsylvania and used by many gold prospectors to cross the continent. Thus equipped, he sailed around Cape Horn. Before arriving in San Francisco, he had sold all his merchandise except for the canvas, which was to make his fortune.

A gruff old prospector chided young Strauss for not having brought along a supply of pants, because prospecting for gold was rough on pants. Strauss promptly had a tailor make pants from his canvas. The pants sold like hotcakes and were soon known as "Levis". In 1853, Levi Strauss founded a trading company with his brothers in New York.

Since that time, nothing essential has changed in this "piece of national heritage", except that the Strauss Brothers soon switched to another strong type of cloth called "serge de Nimes", which soon was shortened to "denim".

Strauss, who never married, died to 1902. The sons of his brothers continued to direct the company, which is among the world's largest textile corporations. Some of the early Levis are now in the Smithsonian Institute in Washington, D.C.

from "AMERICANS FROM GERMANY"
Gerald Wilk

GERMAN IMMIGRANTS IN AMERICA
CASE STUDY 2

Wernher von Braun

The name Wernher von Braun (born March 23, 1912), is inseparably connected with American space flight and with the moon landing. His interest in astronomy was stimulated at an early age by his mother. As a mathematical prodigy, von Braun was greatly impressed by Harmann Oberth's book "Rockets To Interplanetary Space" published in 1923, and became committed to space travel. In 1932, he joined the ordinance corps of the German army and, two years later, earned his university degree in Berlin. With the participation of a group under his direction, von Braun succeeded in that same year in firing the first two rockets vertically for a distance greater than a mile. In order to carry out more research, his team was transferred from Berlin to Peenemuende, where von Braun constructed the V-2 rockets. In 1945, he and his co-workers surrendered to the Americans, and approximately 120 emigrated to America.

Von Braun moved to Huntsville, Alabama in 1950 to work with the newly formed U.S. rocket program. In 1953, the first short-distance rocket, the Redstone, came into being and was followed in 1958 by the successful launching of the earth satellite, Explorer I.

As Director of the George C. Marshall Space Center under the auspices of the newly established NASA, von Braun created Saturn I, IB, and the largest of the 3-stage rockets, Saturn V. Saturn V made possible the first Apollo moon landing. He reveived high commendations from the American government and from scientific societies and was awarded twenty honorary doctorates.

from "AMERICANS FROM GERMANY"
Gerald Wilk

HISTORY AND CULTURE
Lesson 7
Handout 7.3

After reading Case Studies 1 and 2 of the GERMAN IMMIGRANTS IN AMERICA unit, answer the following questions:

1. What are some similarities in the stories of Levi Strauss and Wernher von Braun?

2. What were some differences?

3. What do you think the United States represented to these two men?

4. In what ways did the United States benefit from allowing these two men to come and live here?

5. Strauss and von Braun were immigrants who made positive contributions to American society. What are some problems that immigration might cause for a country like ours?

6. What are some reasons why people would be willing to move from the region or country they were born in?

7. If you and your family had the opportunity to immigrate somewhere else in the world to live, would you be willing to do so? Why or why not?

HISTORY AND CULTURE
Lesson 7
Handout 7.3 (Key)

After reading Case Studies 1 and 2 of the GERMAN IMMIGRANTS IN AMERICA unit, answer the following questions:

1. What are some similarities in the stories of Levi Strauss and Wernher von Braun?

   Both men were from Germany and immigrated to the U.S. Both became well known in their line of work.

2. What were some differences?

   Strauss came to America at a young age and became a famous businessman.
   Von Braun came to America as an adult and became a famous scientist.

3. What do you think the United States represented to these two men?

   New opportunities to do well in their fields of work.

4. In what ways did the United States benefit from allowing these two men to come and live here?

   The textile company started by Strauss is still a major employer of Americans.
   Von Braun is the 'father' of the U.S. Space Program.

5. Strauss and von Braun were immigrants who made positive contributions to American society. What are some problems that immigration might cause for a country like ours?

   unemployment, overcrowding, language problems, difficulties 'fitting in'

6. What are some reasons why people would be willing to move from the region or country they were born in?

   Political problems at home (war, change in government), lack of resources (food, shelter), desire for adventure, to better oneself

7. If you and your family had the opportunity to immigrate somewhere else in the world to live, would you be willing to do so? Why or why not?

   Answers will vary.

THE GEORGIA-GERMANY CONNECTION

The impact of German immigration into Georgia goes back to the early days of the colony when, only four years after the founding of Savannah, a group of settlers from the German city of Salzburg established the town of Ebenezer on the banks of the Savannah River. This influx of immigrants has continued to varying degrees right up to the present.

A Modern Case Study

Helga has lived in Columbus, Georgia, since 1962 but still has a very distinctive German accent. There is a pretty good reason! She was born in the city of Berlin in 1943 and, along with her mother, two brothers and two sisters, managed to survive the destruction of the city that took place during the final years of World War II. Helga's father did not survive the war as he was one of many German soldiers killed while fighting against the Soviet Army during the final months of the war.

She vividly remembers what life was like for a young girl growing up in an 'occupied' city that was and is completely surrounded by Soviet controlled East Germany. She remembers watching the military air transports flying into and out of Berlin to provide supplies to the people of the city during the Berlin Airlift.

In 1956, Helga, like her two sisters before her, met and married a U.S. serviceman stationed in Berlin. He brought her back to the U.S. to start and raise a family. While being moved from one army base to another, Helga's husband was last stationed at Fort Benning and, upon his retirement from the military, they have remained in Columbus.

Helga still maintains her German 'roots' and tries to get back home at least once every two years to visit her brothers and other relatives still living in Germany.

Certain advocates of a united Germany maintain that a union of the Federal Republic and the German Democractic Republic is a worthy goal which, if accomplished, would signify a major easing of East-West tensions which have characterized European politics since 1945.

Some Germans maintain that a reunified nation should include all of the German territory as of December 31, 1937. This date is significant in that Nazi territorial aggression began in the following year. Supporters of this reunification plan stress the fact that no peace treaty formally provided a generally recognized settlement of borders of Germany after World War II. Proponents of this plan for German reunification seek a return of the "eastern territories" which are presently generally regarded as Polish territory.

STUDENT ACTIVITY

On the board, write the following statement taken from the Preamble of the Basic Law of the Federal Republic of Germany (1949):

> "The entire German people are called upon to achieve in free self determination the unity and freedom of Germany."

Tell students that the question of reunification of Germany remains an issue of discussion. Divide the class into three groups. Each group should be assigned the task of researching one of the three positions on the "German Question" and the role of supporting the assigned position in a panel discussion.

TOPIC: **HISTORY AND CULTURE**

LESSON 8: **German Political Unity and Disunity**

LESSON OBJECTIVE(S): The student will be able to:

- determine the various events which effected territorial changes
- research a position on the "German Question" of reunification

MATERIALS AND RESOURCES:

Activity 1: Handout 8.1 "The German States in 1810"
Handout 8.2 "The German Confederation --1815"
Handout 8.3 "The German States in 1815"
Handout 8.4 "The German Empire--1871-1918"
Handout 8.5 "Germany--1919-1937"
Handout 8.6 "Germany Divided--1945-present"

Activity 2: Textbook and/or historical atlas
Periodicals, newspapers, and other resources available in the media center

BACKGROUND INFORMATION

This activity deals with the "German Question" of reunification of the Federal Republic of Germany and the German Democratic Republic. Opinions on this issue vary throughout Germany, Europe, and in the United States. They cite the ideological differences between the East and West and emphasize opposing defense alliances and different international economic group to which each Germany belongs. Some advocates of a divided Germany reject the notion of a strengthened, united Germany in the center of Euope, recalling the roles played by Germany in precipitating the two World Wars.

Certain advocates of a united Germany maintain that a union of the Federal Republic and the German Democractic Republic is a worthy goal which, if accomplished, would signify a major easing of East-West tensions which have characterized European politics since 1945.

Some Germans maintain that a reunified nation should include all of the German terntory as of December 31, 1937. This date is significant in that Nazi territorial aggression began in the following year. Supporters of this reunification plan stress the fact that no peace treaty formally provided a generally recognized settlement of borders of Germany after World War II. Proponents of this plan for German reunification seek a return of the "eastern territories" which are presently generally regarded as Polish territory.

ACTIVITIES:

Activity 1

Explain to students that the politically divided Germany of today is not an unprecedented feature of European politics. A single, unified German nation was a relatively recent achievement, and it remained united for less than a century. Throughout the nineteenth and twentieth century, several changes occurred which altered the type of government in Germany and the political boundaries of the state.

Provide copies of Handouts 8.1 through 8.6 for the students and instruct them to consult their textbooks and/or historical atlases to answer questions included with each map.

After students complete their map interpretation activities, lead a discussion of the response to the items.

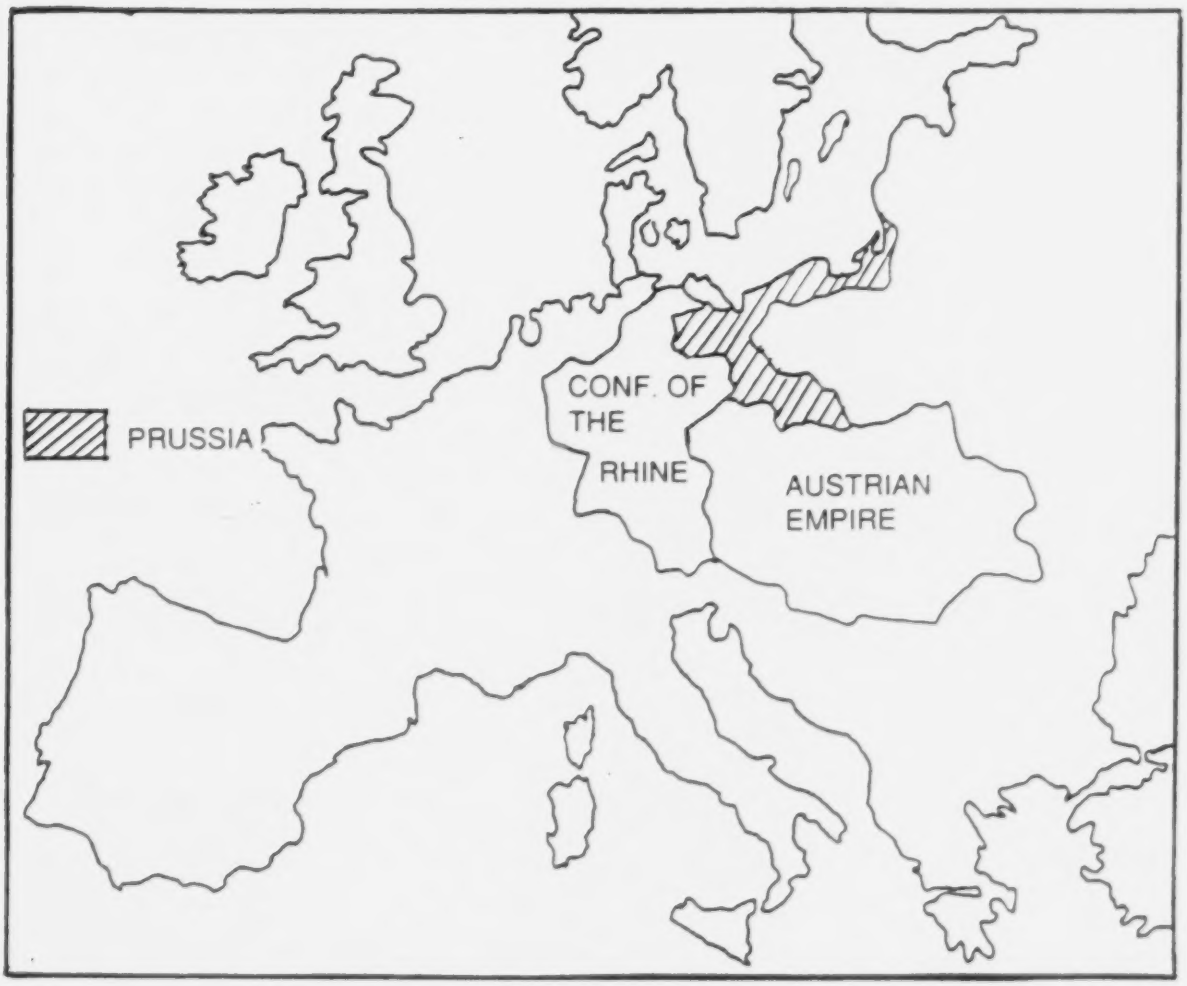
STUDENT ACTIVITY

On the board, write the following statement taken from the Preamble of the Basic Law of the Federal Republic of Germany (1949):

> "The entire German people are called upon to achieve in free self determination the unity and freedom of Germany."

Tell students that the question of reunification of Germany remains an issue of discussion. Divide the class into three groups. Each group should be assigned the task of researching one of the three positions on the "German Question" and the role of supporting the assigned position in a panel discussion.

The German States in 1810



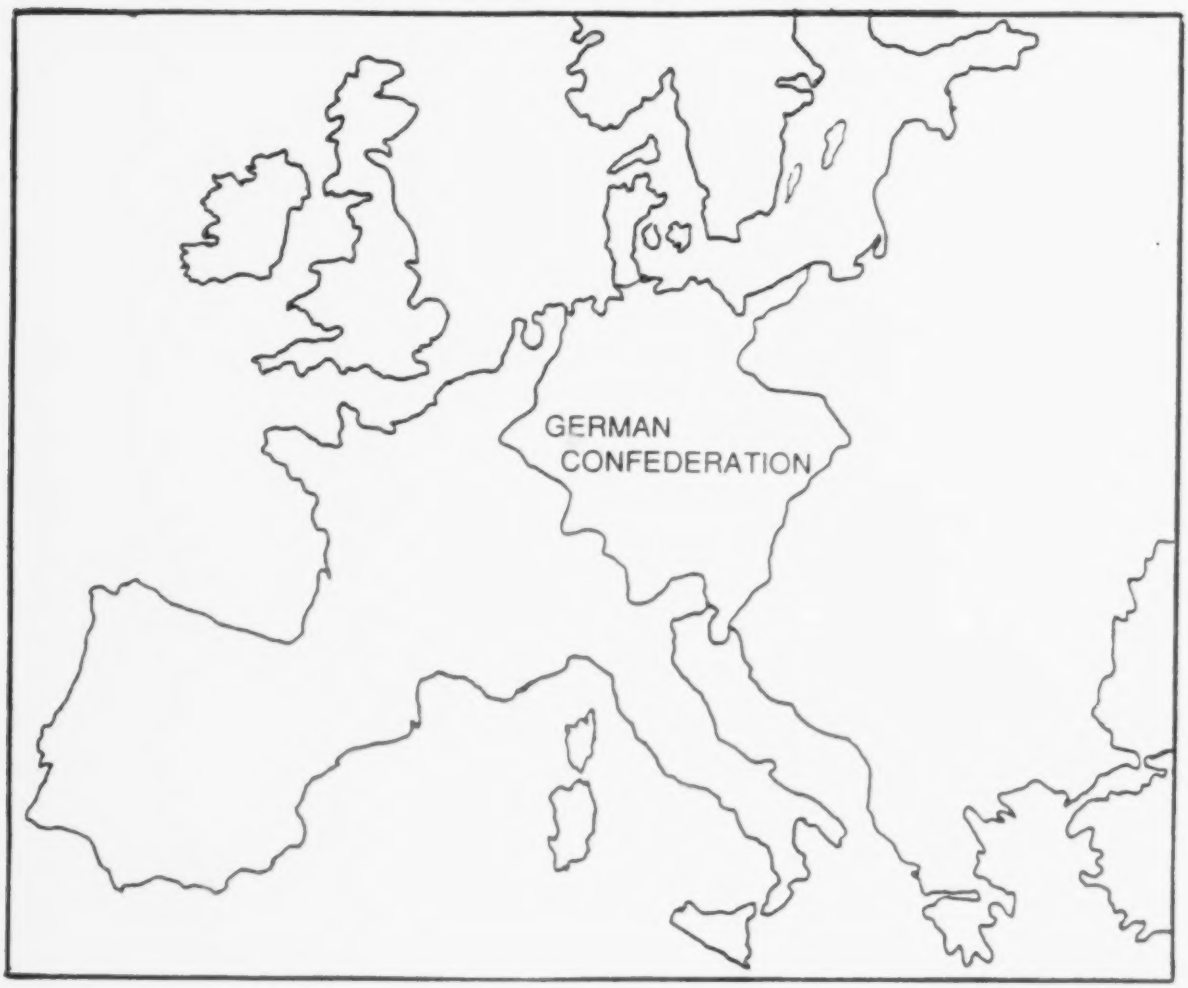
1. Who was the indiviudal who dominated European politics during the era represented on the above map?

   What was his role in the Confederation of the Rhine?

2. The Confederation of the Rhine replaced the Holy Roman Empire which had been formed during the Middle Ages. By the mid-seventeenth century, the Holy Roman Empire consisted of 300 states. The formation of the Confederation of the Rhine in 1806 consolidated many of the states and reduced the number to forty. What effect did this have on German unity?

3. How did the French occupation and control of the German states promote German nationalism?

The German Confederation -- 1815



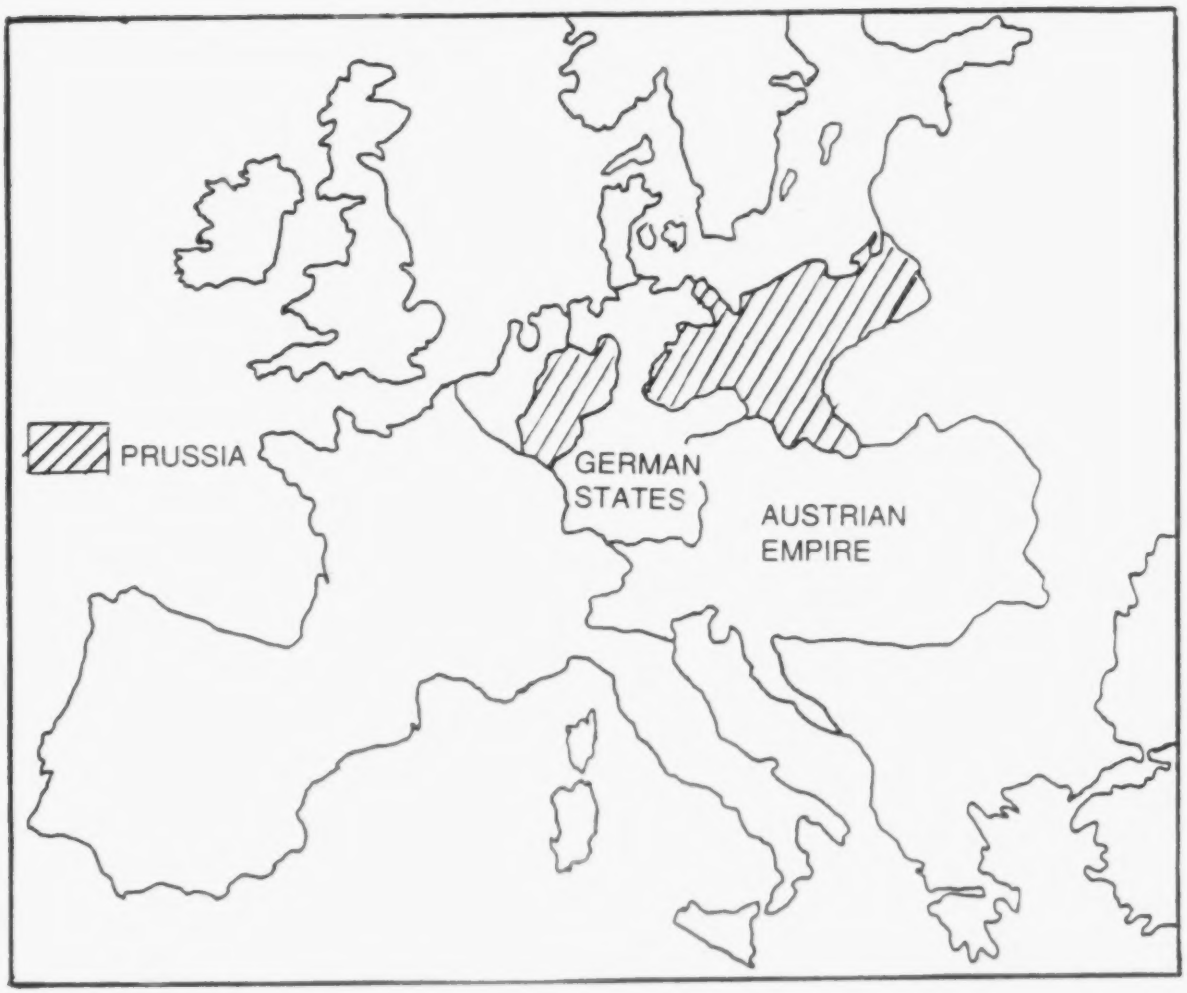
1. The German Confederation was created by the Congress of Vienna after the final defeat of whom?

2. What were the general goals of the Congress of Vienna?

3. A specific goal of the Congress of Vienna for the German Confederation was for the Confederation to be strong enough to serve as a buffer against what nation?

4. Why did the Congress of Vienna not wish to see a united German nation?

The German States in 1815



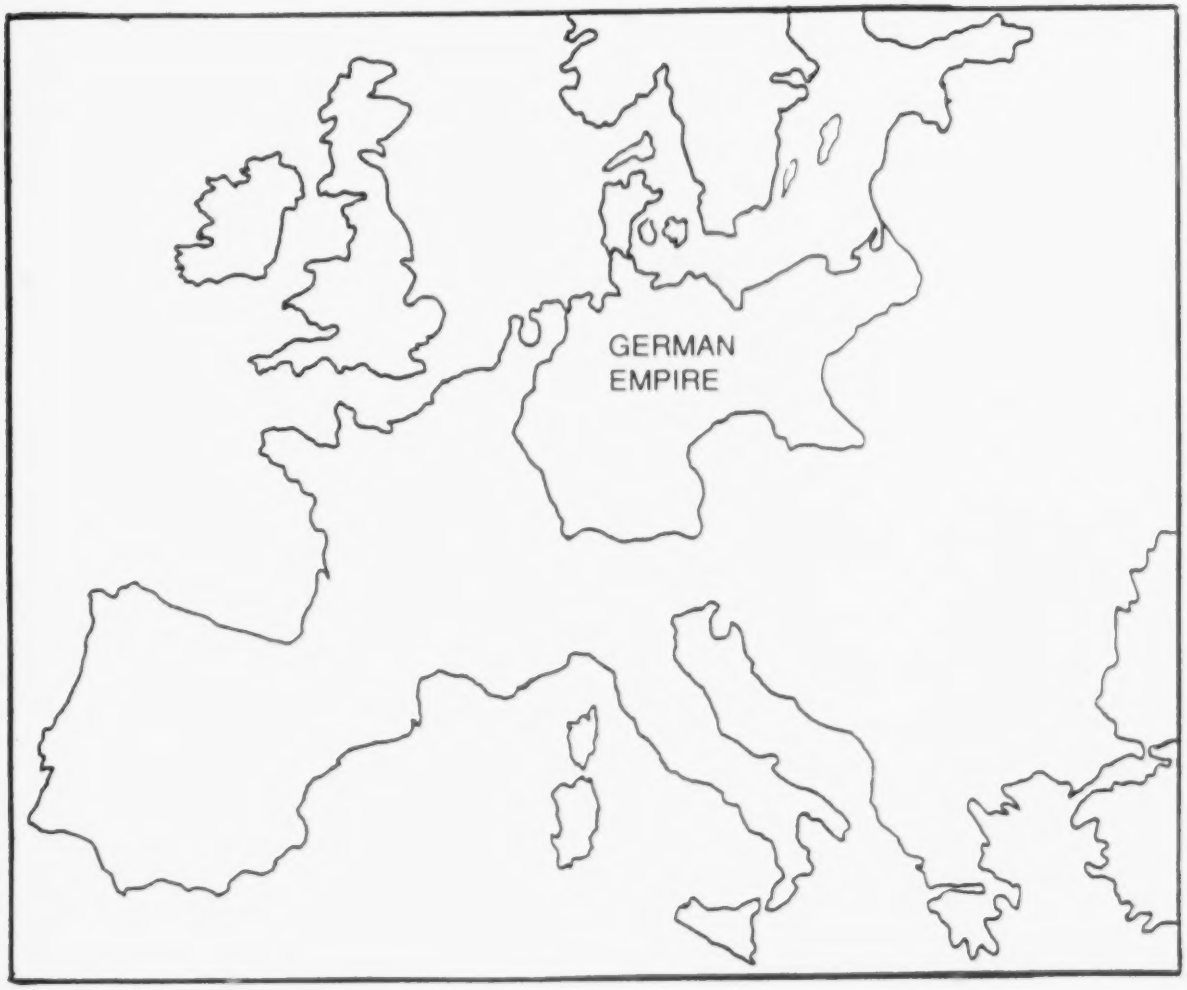
1. Compare this map with Map 1. What two leading German states gained territory as a result of the Congress of Vienna?

2. The Austrian Empire acquired territories that made it less German in character. Explain why this was so.

3. The lands gained by Prussia included Westphalia and regions along the Rhine River. How did these lands contrast with those acquired by the Austrian Empire?

4. What effect did these acquisitions have on Prussia's role in the German Confederation?

The German Empire -- 1871-1918



1. Germany became a unified nation in 1871. Which state took the lead in the unification movement?

   Who was the "Iron Chancellor" who accomplished the unification of the German states?

2. The German Empire united all of the German states of the former German Confederation except which one?

3. The unification of Germany was accomplished through a series of wars. The last of these the Franco-Prussian War, was a decisive victory for the German states. Explain why the Franco-Prussian War has been described as the event which had the greatest influence on twentieth century history.

Germany -- 1919-1937

1. Why were borders of Europe redrawn in 1919?

2. Compare this map with Map 4. East Prussia was separated from the remainder of Germany by a strip of land which was granted to what newly created nation?

3. After 1937, the territories claimed by Germany increased because of Nazi aggression. By the outbreak of World War II in 1939 Germany had seized control of what two nations of central Europe?

Germany Divided -- 1945-present

1. Why was Germany divided in 1945?

2. What three Allied powers occupied the part of Germany that eventually became the Federal Republic of Germany?

3. Which Allied power occupied the eastern portion of Germany?

4. What city is represented by the dot inside the German Democractic Republic?

   What is the political status of that city?

TOPIC: **HISTORY AND CULTURE**

LESSON 9: **Religion in German History: Conflicts and Harmony**

LESSON OBJECTIVE(S): The student will be able to:

- identify the two major types of religious conflicts which have occurred in German history
- list examples of events in German history which have promoted religious harmony and/or religious freedom
- describe the effects of various religious conflicts and settlements upon German national unity
- analyze excerpts from the Weimar Constitution of 1919 and from the Basic Law of the Federal Republic of Germany of 1949 which pertain to religion

MATERIALS AND RESOURCES:

Activity 1: Handout 9.1 "Timeline of Events in the History of German Religion"
Activity 2: Handout 9.2 "The Weimar Constitution and the Basic Law of the Federal Republic of Germany"
Handout 9.3 Excerpts from the Weimar Constitution and from the Basic Law of the Federal Republic of Germany
Textbook and other resource materials available in the media center

BACKGROUND INFORMATION

On Christmas Day 800 A.D., Charlemagne, the ruler under whom the Frankish kingdom reached its peak, was crowned "Emperor of the Romans" by Pope Leo III. This coronation marked the beginning of what would become a recurring theme in the history of the Germans. Following the death of Charlemagne in 814 A.D., his empire was divided by his successors. By the tenth century, the eastern portion of Charlemagne's empire had evolved into the Holy Roman Empire. Medieval popes, citing the precedent of the year 800, claimed supremacy over the emperor of the Germans. The emperor, in turn, viewed the Church officials and lands inside the Holy Roman Empire as part of his domain. Conflict between secular and spiritual authorities thus became an issue in German history.

In the sixteenth century, religious conflict in Germany assumed another dimension. Dissatisfaction with the policies and practices of the Catholic Church resulted in a series of conflicts between the established Roman Catholic Church and the dissidents. These episodes culminated in the religious division of Christendom in Western Europe into two branches: Protestant and Catholic.

ACTIVITIES:

Activity 1

Explain to students that throughout the Medieval and Modern History of the Germans, religion has played a significant role in secular matters as well as in the spiritual concerns of the people. Point out that in Germany, religious conflict was a theme during much of its history. Describe the two types of religious conflicts, church--state rivalry and disputes involving Protestants and Catholics.

Provide students with copies of Handout 9.1 "Timeline of Events in the History of German Religion" and the accompanying list of events to be used in labeling the timeline. Students will need to use their textbooks or other reference materials to determine which events promoted peace and which events were conflicts. As students complete their timelines, they should respond to the short questions included with the list of events.

Have students explain why events were categorized as either promoting harmony or involving conflict. Conduct a discussion of the responses to the questions included on Handout 9.1.

Activity 2

Distribute copies of Handout 9.2 "The Weimar Constitution and the Basic Law of the Federal Republic of Germany."

Be sure that students understand that the Weimar Constitution was adopted by the Weimar Republic which replaced the Hohenzollern monarchy which fell as a result of World War I. Point out also that the Basic Law was proclaimed shortly after Germany's defeat in World War II and that it includes parts of the Weimar Constitution as indicated by Article 140 of the Basic Law.

Have students read the excerpts (Handout 9.2) and respond to the questions on Handout 9.3.

Timeline of Events in the History of German Religion

Events which promoted religious freedom or settled disputes	Events which involved religious conflict or Church-State conflict

1077

1122

1517

1521

1525

1555

1618-48

1648

1685

1872-78

1919

1935

1949

Timeline of Events in the History of German Religion

Part I: The following list includes some major events which relate to the history of religion in Germany. Some of the events involved conflicts between the church and the government. Some involved disputes between different churches or groups. Other events in the list were steps taken to promote peace or religious freedom.

Directions: Using your textbook and other available reference materials, determine which in the list of events involved a conflict and which events were attempts to settle disputes and/or increase religious freedom.

On the timeline which follows, place each event in its proper category.

.Treaty of Westphalia
.Nuremberg Laws
.Diet of Worms
.Concordat of Worms
.Peace of Augsburg
.Thirty Years' War
.Weimar Constitution
.Martin Luther's Ninety-Five Theses
.Pope Gregory excommunicated Henry IV
.Basic Law of the Federal Republic of Germany adopted
.50,000 lives lost in the Peasants' Revolt
.Bismarck's Kulturkampf
.Frederick William encouraged 20,000 Huguenots to settle in his Brandenburg territories

Part II: Answer the following questions concerning the events you have labeled on the timeline.

1. Several events on the timeline occurred during the sixteenth century. This era has been identified by some historians and writers as the "Age of the Reformation." Others have described the period as the "Age of the Protestant Revolt." How do the different names for the period reflect the different interpretations of what occurred at that time?

2. Both the Peace of Augsburg and the Treat of Westphalia ended periods of fighting in Germany. How did each of these attempt to settle the religious question for the Germans?

   What religious denomination (group) was recognized by the Treaty of Westphalia but was not recognized by the earlier Peace of Augsburg?

   What effect did these two events have on German national unity?

3. Germany became a united nation in1871. The next year Chancellor Bismarck embarked upon a program known as the Kulturkampf. What was its purpose?

   How successful was the program?

4. Both the Weimar Corporation and the Basic Law of the Federal Republic of Germany were written for new governments for the Germans. Under what circumstances was each of the new governments created?

HISTORY AND CULTURE
Lesson 9
Handout 9.1 (Key)

Timeline of Events in the History of German Religion

Events which promoted religious freedom or settled disputes		Events which involved religious conflict or Church-State conflict
	1077	excommunication
Concordat of Worms	1122	
	1517	Luther's Ninety-Five Theses
	1521	Diet of Worms
	1525	Peasants' Revolt
Peace of Augsburg	1555	
	1618-48	Thirty Years' War
Treaty of Westphalia	1648	
Huguenots migrate to Brandenburg	1685	
	1872-78	Kulturkampf
Weimar Constitution	1919	
	1935	Nuremburg Laws
Basic Law of FRG	1949	

Answers to Part II

1. Protestants call the era "Age of Reformation" because the church was "reformed." Catholics called the era "Age of Protestant Revolt" because they felt some individuals had revolted against the church.

2. Peace of Augsburg--each ruler of a German state could require his subjects to follow his chosen religion--either Lutheran or Catholic. Treaty of Westphalia--each ruler had choice of three religions--Catholic, Lutheran, and Calvinist, but he must allow freedom of private worship and must allow his subjects to emigrate. Both agreements slowed German unification by giving local rulers considerable authority and weakening central authority.

3. Kulturkampf was Bismarck's attempt to reduce the influence of the Catholic Church inside the German Empire. The program failed because Catholics strengthened their resistance to it.

4. The Weimar Constitution was written shortly after Germany's defeat in World War I. The Basic Law was adopted after Germany's loss in the Second World War.

Excerpts from the Weimar Constitution and from the Basic Law of the Federal Republic of Germany

Article 136 (Weimar Constitution of 11 August 1919)
(1) Civil and political rights and duties shall be neither dependent on nor restricted by the exercise of the freedom of religion.

(2) The enjoyment of civil and political rights and eligibility for public office shall be independent of religious creed.

(3) No one shall be bound to disclose his religious convictions. The authorities shall not have the rights to inquire into a person's membership of a religious body except to the extent that rights or duties depend thereon or that a statistical survey ordered by law makes it necessary.

(4) No one may be compelled to perform any religious act or ceremony or to participate in religious exercises or to use a religious form of oath.

Article 137 (Weimar Constitution)
(1) There shall be no state church.

(2) Freedom of association to form religious bodies is guaranteed. The union of religious bodies within the territory of the Reich shall not be subject to any restrictions.

(3) Every religious body shall regulate and administer its affairs independently within the limits of the law valid for all. It shall confer its offices without the participation of the state or the civil community.

(4) Religious bodies shall acquire legal capacity according to the general provisions of civil law.

(5) Religious bodies shall remain corporate bodies under public law in so far as they have been such heretofore. The other religious bodies shall be granted like rights upon application, if their constitution and the number of their members offer an assurance of their permanency. If several such religious bodies under public law unite in one organization, such organization shall also be a corporate body under public law.

(6) Religious bodies that are corporate bodies under public law shall be entitled to levy taxes in accordance with Land law on the basis of the civil taxation lists.

(7) Associations whose purpose is the cultivation of a philosophical ideology shall have the same status as religious bodies.

(8) Such further regulations as may be required for the implementation of these provisions shall be incumbent on Land legislation.

Article 138 (Weimar Constitution)
(1) State contributions to religious bodies, based on law or contract or special legal title, shall be redeemed by means of Land legislation. The principles for such redemption shall be established by the Reich.

(2) The right to own property and other rights of religious bodies or associations in respect of their institutions, foundations and other assets destined for purposes of worship, education, or charity, are guaranteed.

Article 139 (Weimar Constitution)
Sunday and the public holidays recognized by the state shall remain under legal protection as days of rest from work and of spiritual edification.

Article 141 (Weimar Constitution)
To the extent that there exists a need for religious services and spiritual care in the army, in hospitals, prisons, or other public institutions, the religious bodies shall be permitted to perform religious acts; in this connection there shall be no compulsion of any kind.

The Basic Law of the Federal Republic of Germany

Article 3 (Equality before the law)
(1) All persons shall be equal before the law.
(2) Men and women shall have equal rights.
(3) No one may be prejudiced or favoured because of his sex, his parentage, his race, his language, his homeland and origin, his faith, or his religious or political opinions.

Article 4 (Freedom of faith and creed)
(1) Freedom of faith, of conscience, and freedom of creed, religious or ideological (weltanschaulich), shall be inviolable.
(2) The undisturbed practice of religion is guaranteed.

Article 7 (Education)
(1) The entire educational system shall be under the supervision of the state.
(2) The persons entitled to bring up a child shall be the right to decide whether it shall receive religious instruction.

(3) Religious instruction shall form part of the ordinary curriculum in state and municipal schools, except in secular (bekenntnisfrei) schools. Without prejudice to the state's right of supervision, religious instruction shall be given in accordance with the tenets of the religious communities. No teacher may be obliged against his will to give religious instruction.

Article 140 (Validity of Articles of the Weimar Constitution)
The provisions of Articles 136, 137, 138, 139, and 141 of the German Constitution of 11 August 1919 shall be an integral part of this Basic Law.**

Excerpts from the Weimar Constitution and from the Basic Law of the Federal Republic of Germany

During the first half of the twentieth century, social changes in Germany occurred quite often and very abruptly. Germany's loss in the First World War resulted in the collapse of the Hohenzollern empire and the creation of the Weimar Republic. The Weimar Constitution, adopted in 1919, included guarantees of a number of freedoms, including religious freedom.

On the previous page are excerpts taken from the Weimar Constitution. Read the articles, and answer the questions which follow.

Questions for discussion

1. What were some of the rights of the individual regarding religion? In what article were these rights listed?

2. Clause 3 in Article VI of the United States Constitution reads, in part, "... no religious test shall ever be required as a qualification to any office or public trust under the United States." What part of the Weimar Constitution makes a similar statement?

3. During the Reformation, in order to protect the new church, Martin Luther declared the political rulers of the time to be heads of the Lutheran Church. The German Kaiser, therefore, remained the highest bishop of the Lutheran Church until he was deposed. What provisions in the Weimar Constitution changed the relationship between the state and religion?

4. The Weimar Constitution undertook to create a clear separation between church and state without breaking the historical ties. Which article and section of the constitution guaranteed the churches their traditional legal status as corporate bodies?

5. Article 137, Section 6 of the Weimar Constitution gave certain religious bodies what kind of authority?

   How does this differ from religious practice and churches in the United States?

6. The First Amendment of the United States Constitution opens with the statement, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." Compare the First Amendment with Articles 136 through 141 of the Weimar Constitution.

The Weimar Republic established the church-state relationship that was incorporated into the Basic Law of the Federal Republic of Germany after World War II.

Read the excerpts from the Basic Law on Handout 9.2 and answer the following questions.

1. A major feature of church-state relationship is in the field of education where religious education is a normal part of the public school. Compare this feature with the United States public education.

2. How is religious freedom for students and for teachers in public schools guaranteed?

3. An important feature of the Federal Republic of Germany during the past few years has been the growing presence of foreign workers and their families. Many of these are neither Catholic nor Lutheran (e.g., Greek Orthodox, Muslim, et al.). What effect might this migration have on the nature of religious education in the Federal Republic in the future?

Answers to Handout 9.3

Questions for discussion

1. Article 136
2. Article 136 (2)
3. Article 137 (1) and (3)
4. Article 137 (5)
5. the authority to tax its members
6. Answers will vary.

Questions on Basic Law

1. The Supreme Court of the United States has prohibited state and local authorities from requiring religious activities in public schools.
2. Article 7 (2) and (3)
3. Answers will vary.

TOPIC: **HISTORY AND CULTURE**

LESSON 10: **Economic Unity in Disunited Germany**

LESSON OBJECTIVE(S): The student will be able to:

- identify efforts made to promote trade and economic cooperation among separate German states during medieval and modern history
- list the cities of the Hanseatic League and determine the range of the Hanseatic League's influence in Northern Europe during the Middle Ages
- compare the goals and policies of the nineteenth century German Zollverein with the twentieth century European Common Market
- interpret statistical tables showing volume and distribution of intra-German trade in the post-World War II era

MATERIALS AND RESOURCES:

Activity 1:	Handout 10.1 "The Hanseatic League"
	Handout 10.2 Map: "Major Cities of the Hanseatic League"
	Handout 10.3 "The Extent of the Hanseatic League"
Activity 2:	Handout 10.4 "The Zollverein"
	Handout 10.5 "The Zollverein and the EEC"
Activity 3:	Handout 10.6 "Intra-German Trade Since World War"
	Handout 10.7 Table 1: Evolution of intra-German trade
	Table 2: Distribution of goods and services in intra-German trade
	Handout 10.8 "Analyzing Intra-German Trade"
	Textbook, atlas and/or other references

BACKGROUND INFORMATION:

Throughout much of its history, Germany has been divided politically. From the Holy Roman Empire of the Middle Ages, to the German Confederation, to the division of postwar Germany into the Federal Republic and the German Democratic Republic, disunity characterized the German condition. In each of these periods, however, measures were taken to bring a degree of economic cooperation among the various parts of Germany. This lesson addresses the theme of German economic cooperation in periods of political disunity.

ACTIVITIES:

Activity 1

Distribute copies of Handout 10.1 to students as background reading. Be sure students understand that a league is a group of cities which join together for a common purpose. Cities joined the Hanseatic League for mutual trade and protection. Point out that in the absence of a strong central government, the League performed several of the functions of government.

Issue Handouts 10.2 and 10.3 to students. Point out that the Hanseatic League was predominantly German, but other regions were represented as well. Have students complete Handout 10.3 by following directions given on the sheet.

Activity 2

Issue Handout 10.4 to students as Background Reading. After students have completed the reading, discuss the purpose of a tariff and the effects of such protective measures. Explain that removal of tariffs and other barriers to trade can promote economic growth as was the case in Germany.

Distribute Handout 10.5 and have students refer to their textbooks or resource for information on the EEC which was formed in 1957 to form a single market among its member nations. Students should compare the Zollverein and the EEC by responding to the questions on the Worksheet.

Activity 3

Have students read Handout 10.6 as background reading and discuss the political division of Germany after World War II along the lines of the Allied occupation. Point out the differences between the market economic system of the West and the command economic system of the East. Indicate to students that East Germany derives much economic advantage in this relationship with the West, the GDR rejects any notion of special relations between the two states in other areas.

Issue Tables 1 and 2 (Handout 10.7) along with the worksheet (Handout 10.8), and have students complete the items included on the worksheet.

The Hanseatic League

"Germany" of the Middle Ages referred not to a politically unified nation but rather to a geographic region of the Holy Roman Empire. The gradual revival of trade in Europe during the later Middle Ages, however, brought a certain degree of unity--economic rather than political--among the cities in the North. The return of commercial activity to Northern Europe resulted in new prosperity for a number of the semi-independent city-states. Merchants of the northern cities traded the fish, leather, salt, and fur of the Baltic coast and the wine, fruits, and textiles from Southern and Western Europe.

To promote and protect trade in the absence of a strong central government, the major trading partners, led by Lubeck, Hamburg, and Bremen, formed the Hanseatic League in the thirteenth century. By the fifteenth century, the League came to control commerce in the region of the North Sea and the Baltic Sea. The League was organized to perform many of the economic functions of a central government. Member cities sent represenatatives to a council which made decisions in problems common to all League members. The League maintained its own navy, developed a system of weights and measures, and charted the coastline of Northern Europe. By the middle of the fifteenth century, member cities in the League numbered approximately one hundred.

The commercial importance of the League began to decline in the late fifteenth and early sixteenth centuries as emerging monarchies of western Europe, such as England, Spain, Holland, and France, were able to take advantage of their respective locations, their centralized governments, and their resources to carry out trans-Atlantic trade and colonization.

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- Major Centers of the League
- Foreign offices
- Member cities

Major Cities of the Hanseatic League

HISTORY AND CULTURE
Lesson 10
Handout 10.2

The Extent of the Hanseatic League

Directions: Use your textbook and other references available to answer the following items.

1. Refer to the map, "Major Cities of the Hanseatic League." Identify "member cities" and and "Major Centers of the Hanseatic League," and list the cities in each category.

2. Identify three foreign offices of the Hanseatic League shown on the map. Refer to your textbook or to an atlas, and name the country or kingdom where each of the League's foreign offices were located.

3. The Hanseatic League was organized by German cities in the northern part of the Holy Roman Empire, however, it expanded to include other cities in addition to German. The area that was once dominated by the League has undergone many changes of political borders. Look on a current map of Europe, and identify the nation in which each of the former Hanseatic members is located.

Amsterdam	Dortmund
Bergen	Frankfurt (on the Oder)
Bremen	Hamburg
Breslau	Konigsberg (Kaliningrad)
Brunswick (Braunschweig)	Lubeck
Cologne	Magdeburg
Cracow	Munster
Danzig (Gdansk)	Stettin
	Wisby

4. The "Free Hanseatic City of Bremen" and the "Free and Hanseatic City of Hamburg" are the official names of two fo the Federal Republic's eleven states. Why do you suppose these two cities retained these names?

The Zollverein

"Germany" of the early nineteenth century was not a politically unified nation-state. Following the Congress of Vienna in 1815, two rival German states, Prussia and Austria, emerged as the dominant members of the German Confederation, a group of thirty-nine independent German states.

Although political unity of the German states would not be achieved until 1871, a significant move toward economic unity occurred more than fifty years earlier. This was the creation of a customs union known as the Zollverein. In 1818, the customs union was initiated in Prussian-held lands. This tariff union was established in order to achieve two major economic goals for the Kingdom of Prussia which had gained important territories in 1815. These two goals were:

1. restricting the importation of British manufactured goods by establishing a protective tariff that would be common throughout the kingdom, and

2. unifying Prussia economically by eliminating tolls and duties on goods being bought and sold inside the kingdom.

For years before creation of the Zollverein, the political and economic disunity among the German states had hindered economic progress at a time when Great Britain and France were experiencing growth as a result of th early stages of the Industrial Revolution.

By the middle of the nineteenth century, all of the German states except Austria, Prussia's rival in the German Confederation, belonged to the Prussian-led economic union. In general, three major results occurred because of the Zollverein.

1. There was an increase in the trade and industry inside the union.

2. A national economy was created. This helped to increase nationalism, the feeling of belonging to a nation.

3. Prussia gained economic leadership among the German states, and Austria became less influential.

The economic bonds of the Zollverein were not enough to bring about complete political unity. From 1864 to 1871, Prussia, under the leadership of Chancellor Otto von Bismarck was engaged in a series of wars with its neighbors. In the last of the wars, the Franco-Prussian War, Bismarck convinced the few remaining German states of the need for complete unity.

The Zollverein and the EEC

The European Economic Community (EEC) was formed in 1957 by six Western European nations including the Federal Republic of Germany. In writing about the formation of the EEC, one historian made the following observation:

> As the Zollverein was the harbinger of united Germany, so it was hoped that functional unity of the western states of Europe along economic lines would further the practicability of political unity.
>
> Wilbur D. Johnson (1960)

Use your textbook or other available references to locate information about the Zollverein and about the European Economic Community. Write your responses to the items below.

1. What is a harbinger? How was the Zollverein the "harbinger of united Germany"?

2. How well did the Zollverein unite the German states? What more was needed for complete political unity of the German states?

3. The Zollverein began, in part, as economic protection against foreign competition. Did the EEC have a similar purpose in its beginning?

4. When Germany became united the new nation was viewed by others as upsetting the delicate balance of power in Europe. This has been seen by some as a major cause of World War I. In your opinion, would an economically united Europe threaten other economic "powers" such as the USA or Japan?

5. What nations are currently members of the EEC?

6. What problems are present to the "practicability of political unity" in Europe in the 1990s which were not present in the nineteenth century German Confederation?

Intra-German Trade Since World War II

Germany following World War II was once again divided politically into two sovereign states, the German Democratic Republic (GDR) and the Federal Republic of Germany (FRG). Despite this political division, a unique economic relationship exists between the two states. The FRG recognizes the GDR as a sovereign but not foreign state. Therefore, there are no tariffs imposed on "German-German" trade which passes through a closely guarded border at a limited number of passages.

The basis for the trade between the two German states was the 1951 Berlin Agreement which has since been renewed. The intra-German trade has grown nearly every year since the Berlin Agreement. Between 1951 and 1986, this trade had risen from 120 million to 7.3 billion "units of account." The volume of this intra-German trade is measured in the clearing "units." Each unit of account is equal to one Deutsche mark (DM), the standard of currency in the FRG.

Intra-German trade is much more important for the economy of the GDR than it is for the economy of the FRG. This German-German trade makes up nearly ten percent of the total volume of external trade for the Democratic Republic. For West Germany, trade with the GDR comprises less than two percent of its foreign trade. Moreover, substantial credit is offered through banks in the FRG. West Germany's interest in the intra-German trade is said to be more political than economic. To the West Germans, whose constitution refers to the ultimate union of Germany, commerce between the two tends to bridge the gap between the neighboring states.

Table 2

Distribution of goods and services in intra-German trade (1983, in millions of CUs)

	Exports from the Federal Republic	Imports from GDR
Iron, Steel, rolling mill products	1,037.7	322.7
Non-ferrous and precious metals	518.6	247.8
Mining products	67.6	216.2
Machines, motor vehicles	876.4	274.4
Electrical products	145.5	271.1
Petroleum, crude	675.8	—
Petroleum products	45.3	1,573.3
Agricultural products	960.3	702.9
Forest products	29.2	101.1
Wood products	13.0	336.7
Non-metallic minerals	36.9	150.7
Precision mechanics, optics	22.7	46.2
Iron goods, sheet metal and hardware	64.1	233.7
Chemical products	1,212.0	829.3
Pulp, paper, printed products	86.2	158.4
Glass, glass products	16.3	110.0
Textiles	371.2	471.9
Garments	15.6	406.4
Leather, leather goods, shoes	82.9	72.4
Services	1,208.7	866.6
Total	7,680.7	7,561.5

Table 1

Evolution of intra German trade(trade in goods and services, in millions of clearing units, 1 CU = 1 West German mark)

Year	Exports from the Federal Republic	Imports from the GDR	Sum	Balance*
1950	359	451	810	– 92
1951	155	158	313	– 3
1952	154	119	273	+ 35
1953	261	295	556	– 34
1954	450	434	884	+ 16
1955	576	584	1,160	– 8
1956	672	656	1,328	+ 16
1957	838	845	1,683	– 7
1958	873	880	1,753	– 7
1959	1,062	935	1,998	+ 127
1960	1,030	1,007	2,037	+ 23
1961	910	917	1,828	– 7
1962	901	899	1,800	+ 2
1963	907	1,029	1,936	– 122
1964	1,193	1,112	2,305	+ 81
1965	1,225	1,249	2,474	– 24
1966	1,681	1,324	3,005	+ 357
1967	1,491	1,255	2,746	+ 236
1968	1,459	1,450	2,909	+ 9
1969	2,078	1,656	3,734	+ 422
1970	2,484	2,064	4,548	+ 420
1971	2,653	2,581	5,234	+ 72
1972	2,960	2,395	5,355	+ 565
1973	2,938	2,688	5,626	+ 250
1974	3,662	3,256	6,918	+ 406
1975	4,028	3,391	7,419	+ 637
1976	4,470	3,938	8,408	+ 532
1977	4,663	4,071	8,734	+ 592
1978	4,755	4,066	8,821	+ 689
1979	5,093	4,792	9,885	+ 301
1980	5,875	5,855	11,730	+ 20
1981	6,129	6,349	12,478	– 220
1982	7,080	6,988	14,068	+ 92
1983	7,681	7,562	15,243	+ 119

* *Difference between exports and imports*
+ = surplus for the Federal Republic – = deficit for the Federal Republic

Table 1: Evolution of intra-German trade

Table 2: Distribution of goods and services in intra-German trade

(Source: Relations between the States)

Analyzing Intra-German Trade

Directions: Study closely Table 1 and Table 2 on Handout 10.7 and answer the following questions.

1. Between 1950 and 1983 which state sold more goods to its neighbor?

2. What were the five leading categories of products sold by the FRG to the GDR in 1983?

3. What were the five leading categories of products sold by the GDR to the FRG in 1983?

Use your textbook or other resource to answer the following question:

4. What are the basic fundamental differences between the economic systems of the FRG and the GDR?

TOPIC OVERVIEW

TOPIC: **PEOPLE**

PURPOSE: To help students understand that the skills and knowledge they learn by studying the people of West Germany can also be applied to a study of themselves and others in their own community or country. Students will understand that different people in a different country (such as West Germany) can have many attributes and experiences in common.

VOCABULARY:

attribute
besiege
dependence
enslave
ethnocentrism
expellee
foreigner
frame of reference
freedom
guest worker
hypothesis
immigrant
independence
indivisible
interdependence
interpretation
naturalize
offense
patriotism
population pyramid
prejudice
primary source
privilege
projection
refugee
resettler
rights
scenario
secondary source
stereotype
synthesis

EVALUATION:

-teacher observation
-check worksheets
-applied definitions exercise
-essay writing
-peer observation
-oral report
-teamwork evaluation

TOPIC: **PEOPLE**

LESSON 1: **Global Perspective: Who are THEY and who are WE?**

LESSON OBJECTIVE(S): The student will be able to:

- communicate and clarify perceptions about West Germans (West Germany) today and Americans (the United States) today.
- categorize and summarize opinions gathered from classmates about West Germany (the Federal Republic of Germany - FRG) today and the United States today.
- define the terms stereotype, patriotism, ethnocentrism, and prejudice and apply their meanings to a discussion of the portraits of the West German and the American derived from student classwork.

MATERIALS AND RESOURCES:

Dictionary

BACKGROUND INFORMATION:

Definition of Terms:

1. Stereotype: A conventional and usually oversimplified opinion, belief, or conception; a person, group, event, or issue considered to conform to an unvarying pattern or manner, lacking any individuality; not individualistic.

2. Patriotism: Love of and devotion to one's country; zealous defense of one's country and its interests.

3. Ethnocentrism: Belief in the superiority of one's own religious, racial, national, or cultural group accompanied by a contempt for other groups or cultures; overriding concern with race.

4. Prejudice: An adverse judgment or opinion formed beforehand or without knowledge or examination of the facts; preconceived idea; bias; irrational suspicion or hatred of a particular group, race, or religion.

5. Differentiate: To perceive or show the difference in or between; discriminate; to make distinctions.

6. Similar: Related in appearance or nature; alike though not identical.

7. Attribute: An attribute is a quality, characteristic, or property of a person or thing.

8. Frame of Reference: A frame of reference is a particular point of view, a personal way of seeing something.

ACTIVITIES:

Activity 1

1. Using the chalkboard, newsprint and markers, or overhead projector and transparencies, survey the class for the SOURCES from which they have learned what they know about West Germans (or West Germany) today. Categorize the student responses (perhaps primary and secondary sources).

2. Have each student write down 5 to 10 ATTRIBUTES (see "Background Information") of a typical West German. Encourage everyone to write something down.

3. List their answers on the board. Advise students to keep track of the attributes that are repeated and the ones that are distinctive. Keep a tally for those repeated.

4. Develop a portrait of a West German.

5. Review the major sources used for that information.

6. Discuss the value of the sources students used to describe their West German.
   a. Would data from one pen pal "count" as much as a national television news report?
   b. Would historical reports be adequate for a contemporary description?
   c. Would a German information source be more or less accurate than an article from UPI (United Press International) or AP (Associated Press)?

Activity 2

Set the stage: The teacher wants to prepare a West German family (or student) for what to expect when visiting (for a specified length of time) with a Georgia host family.

1. Have each student write down 5 to 10 **ATTRIBUTES** of a typical American (in Georgia). Encourage everyone to limit the list to the important characteristics.

2. List their answers on the board and cluster the attributes most commonly given.

3. What portrait of the typical American develops? Are the common answers or the unique ones more descriptive of the American? Is the Georgian different?

4. What were the major SOURCES of information for the American portrait?

5. Can we be too close to see ourselves as others might see us?

6. How helpful will our American (Georgian) portrait be to a visitor from another country or another culture?

Activity 3

With any reporting, judgments are called for and choices must be made about what information to include and how that information is to be presented. Review the terms and definitions from Background Information. Then lead a discussion of the following questions to challenge students to define their own frame of reference. Encourage them to be more thoughtful when judging something as "good" or "bad" instead of just different. Cite examples from their "portraits."

1. Define the term - frame of reference (see "Background Information").

2. As a participant observer in another country, when might you be more likely to notice and/or to record differences between the two countries?

3. As a participant observer in another country, when might you be more likely to notice and/or to record similarities among two cultures?

4. When might secondary source material be more useful than primary sources?

5. When might a summary statement be more useful than a single factual sentence?

TOPIC: **PEOPLE**

LESSON 2: **Study of a Population Pyramid - Age Structure of the German Population**

LESSON OBJECTIVE(S): The student will be able to:

- locate the main parts of a graph
- interpret the graph of a population pyramid
- offer hypotheses regarding the gaps which appear in the population pyramid of West Germany (1986).

MATERIALS AND RESOURCES:

Activity 1: Handout 2.1 "Age Structure of the Population in 1986"
Teacher Resource 2.1 "Key"
Activity 2: Handout 2.2 "Age Structure of the Population"
Activity 3: Teacher Resource 2.2 "Age Structure of the Population"
World Almanac and World Atlas from the media center
Statistical Compass 1988, Federal Republic of Germany: Federal Statistical Office
Facts and Figures, Federal Republic of Germany: Press and Information Office, 1985.

BACKGROUND INFORMATION:

The population pyramid is a divided graph showing the ages and the numbers of people. It is used to describe a population structure, to find patterns and to predict trends for a given group. The theoretically ideal population pyramid would have a wide base with large numbers of young tapering to a peak of small numbers of elderly.

The actual population pyramid for Germany shows several gaps. Each one can be attributed in part to major events in history. A comparison of figures for men and women shows more men than women between the ages of 13 and 41; and more women than men between the ages of 50 and 95+.

Knowing that the age of the wage earner, and therefore taxpayer, is between 25 and 65 years, the reader can predict some economic trends. One of the main reasons for limiting the size of families is economic. What will happen in forty-five years when the large numbers of pensioners will be dependent on a tax base from far fewer wage earners?

ACTIVITIES:

Activity 1

Make a transparency of Handout 2.1 or provide copies to students. Use Teacher Resource 2.1 and guide the students in discussion of "What is in a Graph?" Have students answer the questions. This may be done in groups.

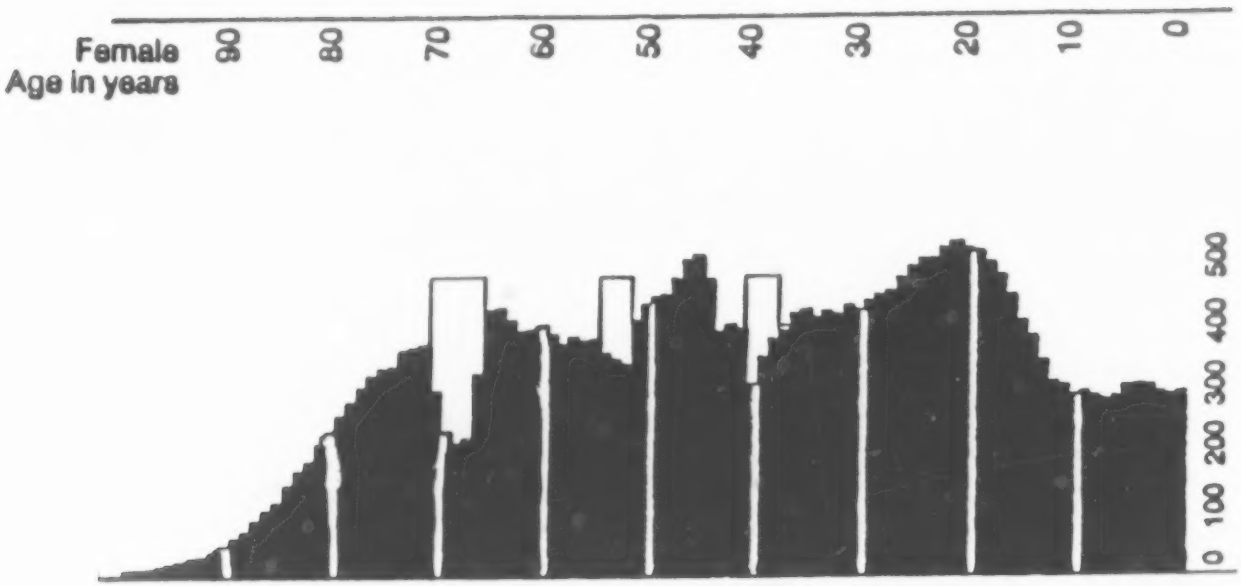
Activity 2

Make a transparency of Handout 2.2 or provide a copy to each student. Use Teacher Resource 2.2 and guide the students in a discussion of "Interpreting the Population Pyramid." Give students Handout 2.1 and have them answer the questions. This may be done as group work.

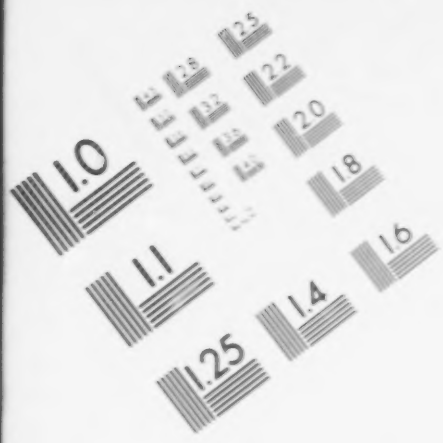
Activity 3

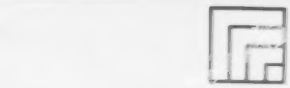
Using Teacher Resource 2.2 help the students apply the knowledge gained. Have the students describe the present structure of the population. Assuming the structure for 1986 is not altered by a major event, discuss possible scenarios for Germany in (a) twenty years, or (b) fifty years.

Age structure of the population in 1986



PEOPLE
Lesson 2
Handout 2.1
(page 1)





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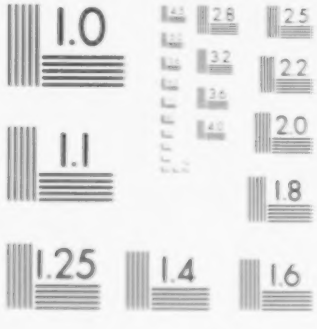

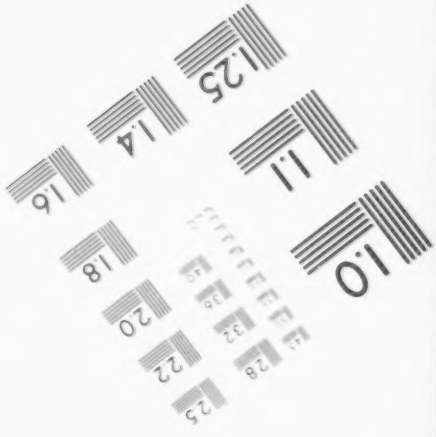

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Directed Study Questions for Reading a Graph

Use the graph on page 1 to answer the following questions:

1. What is the title of the graph?

2. What was the date of the data used to make the graph?

3. What type of population is being graphed?

4. Which age group has the most females?

5. How many women are in the 21-years-old group?

6. How many females are less than a year old?

7. Look at the 0 to 10 age group and the 30 to 40 age group. Which group has more?

8. On this graph, when were the 40-year-olds born? Was the information on the graph?

9. On this graph, when were the 55-year-olds born?

10. On this graph, when were the 70-year-olds born?

WHAT IS A GRAPH?

Directed Study Questions for Reading a Graph

1. What is the title of the graph?
   Age structure of the population in 1986

2. What was the date of the data used to make the graph?
   1986

3. What type of population is being graphed?
   females

4. Which age group has the most females?
   21 or 20-30

5. How many women are in the 21-years-old group?
   almost 500,000 or about one-half million

6. How many females are less than a year old?
   about 300,000

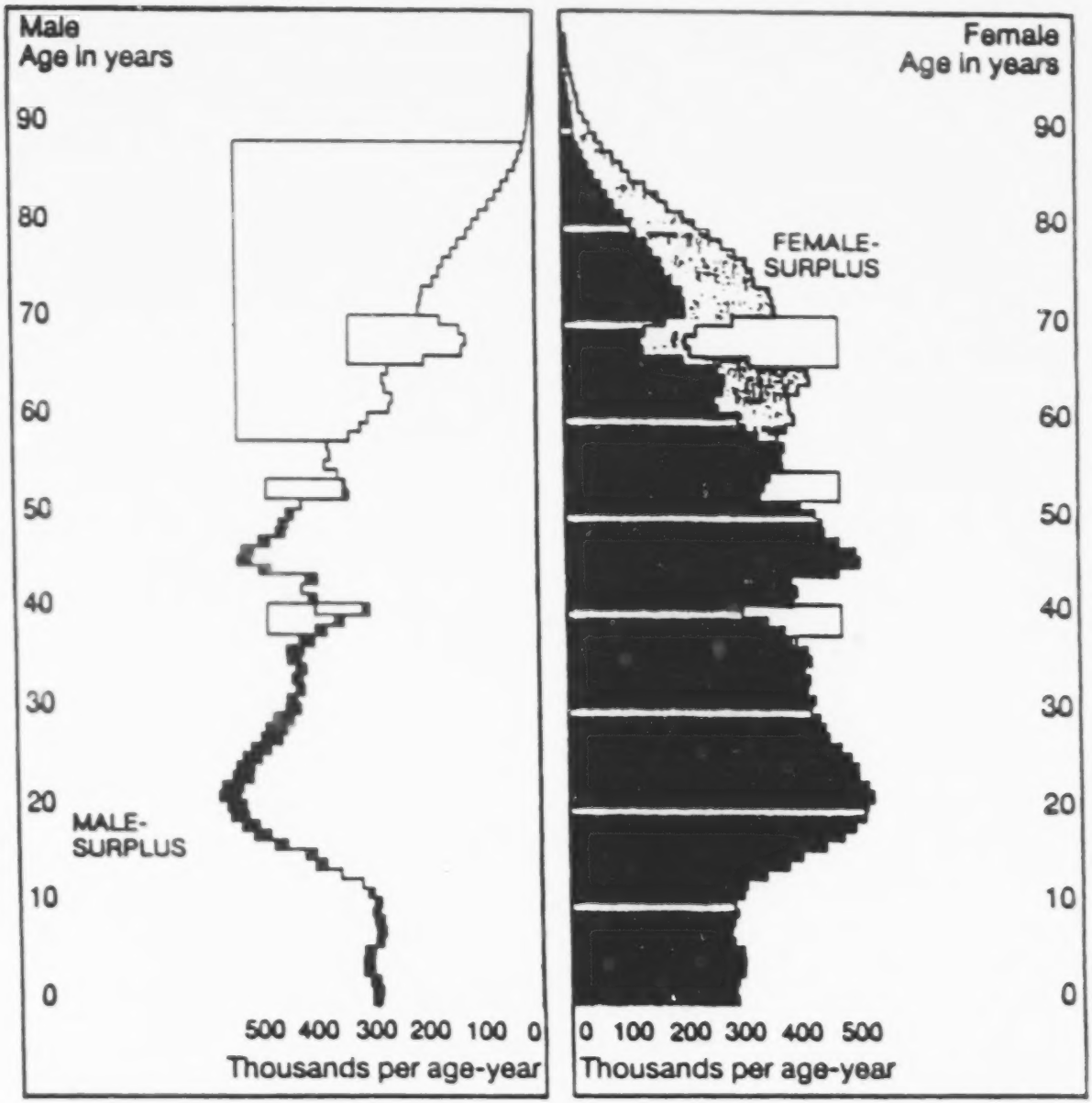
7. Look at the 0 to 10 age group and the 30 to 40 age group. Which group has more?
   30 to 40

8. On this graph, when were the 40-year-olds born?
   1946
   Was the information on the graph?
   yes, 1986 - 40 = 1946

9. On this graph, when were the 55-year-olds born?
   1931

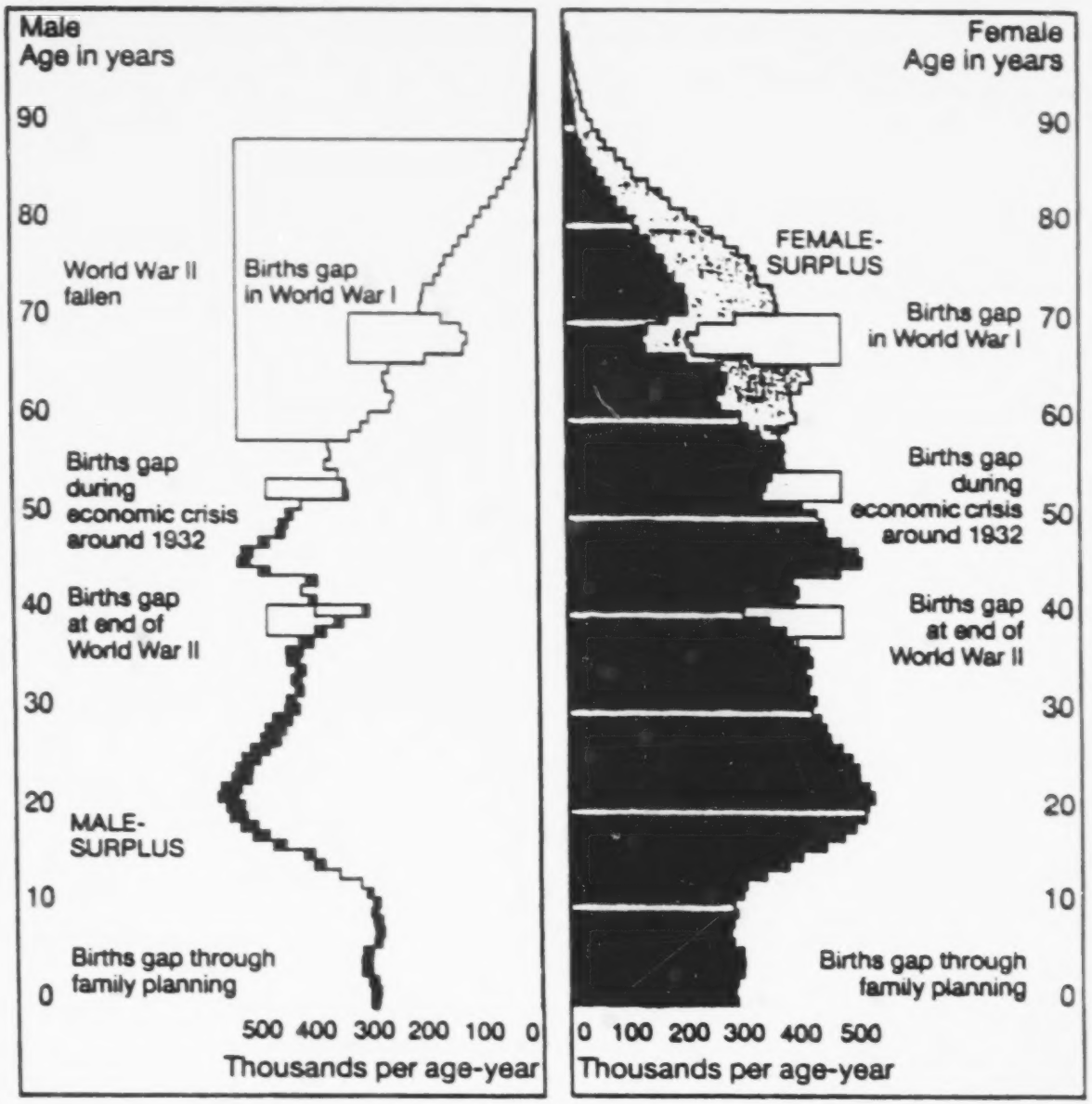
10. On this graph, when were the 70-year-olds born?
    1916

Age structure of the population in 1986 *



* source: Statistical Compass 1988, Federal Republic of Germany: Federal Statistical Office

Age structure of the population in 1986 *



* source: Statistical Compass 1988, Federal Republic of Germany: Federal Statistical Office.

INTERPRETING THE POPULATION PYRAMID

Use the population pyramid on Handout 2.2 to answer the following questions:

1. What historical event helps to explain the gap in the population pyramid for the 39-40 year-olds?
2. What historical event helps to explain the surplus of women ages 58 and older?
3. What historical event helps to explain the birth gap of 52-55 year-olds?
4. What other patterns do you see in the data presented in this population pyramid of Germany?
5. What age range usually delimits the average wage earner and thereby a taxpayer? Describe the patterns for the taxpayer.
6. Will tne next twenty years mean more or less tax support for government retirement pensions?
7. What might happen (barring any major change) to the tax base in the next fifty years?
8. What family trend could help explain the number of births in the 1980's?
9. How might an increased number of immigrants affect Germany's population pyramid?
10. In the 1950's and 1960's West Germany recruited foreign labor (called guest workers). Is there any evidence to support that program then? Or now?

PEOPLE
Lesson 2
Teacher Resource 2.2
KEY

INTERPRETING THE POPULATION PYRAMID

Use the population pyramid on Handout 2.2 to answer the following questions:

1. What historical event helps to explain the gap in the population pyramid for the 39-40 year-olds?
   At end of World War II there were fewer men to marry.
2. What historical event helps to explain the surplus of women aged 58 and older?
   Many men died in World War II.
3. What historical event helps to explain the birth gap of 52-55 year-olds?
   The economic crisis 1929-1932 was world wide.
   Fewer families could afford many children.
4. What other patterns do you see in the data presented in this population pyramid of Germany?
   Family planning is reducing the number of births.
   There are many fewer pre-school age children.
   More women than men live beyond 90 years.
   There is a surplus of men over women of military age.
5. What age range usually delimits the average wage earner and thereby a taxpayer?
   After high school at 19 until retirement at 55-70 years.
   Describe the patterns for the taxpayer.
   There are many older retired people, especially women, to support on government funds, nursing homes and hospitals.
   There are many fewer children to become taxpayers.
6. Will the next twenty years mean more or less tax support for government retirement pensions?
   More. The younger workers will be making more income.
   Less. There will be less younger and older workers.
7. What might happen (barring any major change) to the tax base in the next fifty years?
   There will be a much smaller work force, (unless an increase in immigration brings in more workers).
8. What family trend could help explain the number of births in the 1980's?
   People are waiting longer before having children.
   Families are having fewer children.
9. How might an increased number of immigrants affect Germany's population pyramid?
   It depends on the ages of the immigrants.
10. In the 1950's and 1960's West Germany recruited foreign labor (called guest workers). Is there any evidence to support that program then? Or now?
    Then - yes; now - possibly depending upon skills; in twenty more years - depending on age and skills of immigrants and the programs of the European Community

TOPIC: PEOPLE

LESSON 3: The Berliner

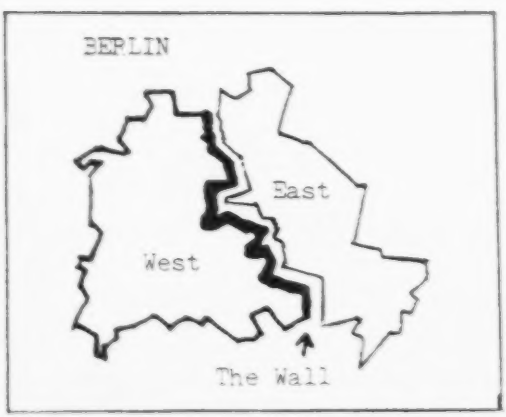
LESSON OBJECTIVE(S): The student will be able to:

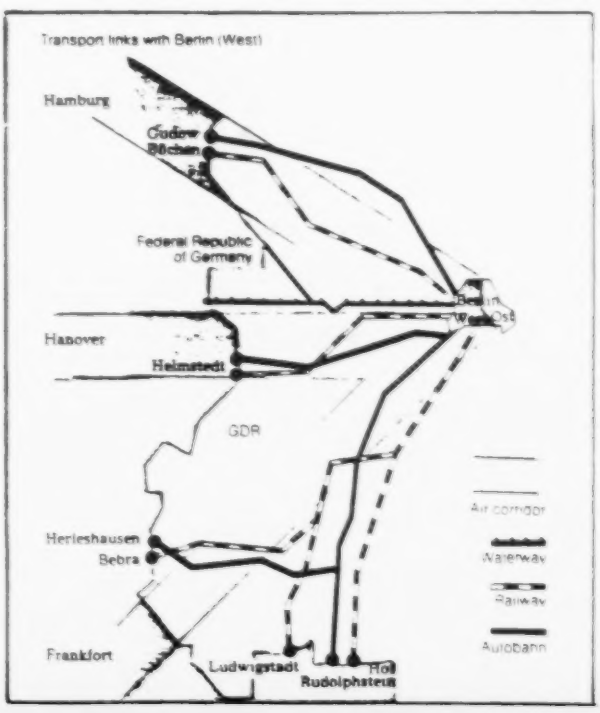
- define the terms dependence, independence, interdependence, freedoms, rights, privileges, besiege, offense, indivisible, enslave
- read and interpret information from the text of President Kennedy's 1963 speech in Berlin
- use context clues to help explain passages from the speech
- present and defend answers to interpretive questions with evidence from the text of the speech and from other materials contained in this curriculum on Germany
- explain the isolation of West Berlin and of its resident population
- evaluate the Berlin situation as an issue in international human rights

MATERIALS AND RESOURCES:

Handout 3.3 "Text of President Kennedy's 1963 Speech in Berlin"
Worksheet 3.2 "Interpretations"
Dictionaries
Atlases and/or maps of Europe
Sorensen, T.C., ed., LET THE WORD GO FORTH: The Speeches, Statements, and Writings of John F. Kennedy, New York: Delacorte Press, 1988.
BERLIN (Information Pamphlet #20), Bonn, Federal Republic of Germany: Press and Information Office, 1986.
FACTS AND FIGURES, Federal Republic of Germany: Press and Information Office, 1985.
FACTS ABOUT GERMANY, Cologne, Federal Republic of Germany: Lexikon-Institut Bertelsmann, 1988.

BACKGROUND INFORMATION:





CHRONOLOGY: Events selected to help explain Berlin today.
(Sources: FACTS AND FIGURES. 1985; BERLIN. 1986.)

1945 - Yalta Conference. Roosevelt, Stalin and Churchill agree on the military occupation of Germany and its division into four zones. Berlin's twenty districts are divided so that eight are controlled by Soviet Union (later to become East Berlin and the capital of East Germany), six by United States, four by the British, and two by the French (Later these twelve sectors become West Berlin.).

1948 - June - Soviet Union begins Berlin blockade, closing off access to Berlin. United States and United Kingdom (and France in August) organize an airlift to maintain supplies to Western sectors of Berlin.

1949 - May - End of Berlin blockade.

May - The Basic Law for the Federal Republic of Germany (FRG-West Germany) enters into force.

October - Founding of the German Democratic Republic (GDR-East Germany)

1951 - Conclusion of Berlin Agreement, which has remained the basis for intra-German trade.

1952 - Signing in Bonn of the Convention on Relations between the Federal Republic of Germany and the Three Western Powers, which superceded the Occupation Statute.

1955 - Federal Republic becomes a sovereign state; three Western powers retain reservation rights (occupation and protection), especially in Berlin.

1958 - Western powers reject Soviet ultimatum to create a "demilitarized free city" of Berlin.

1961 - GDR cuts off Berlin (West) from the eastern part of the city by erecting a wall and making the whole border with FRG more impenetrable for refugees.

1963 - First agreement permitting citizens of West Berlin to obtain passes for the Dec. 19, 1963 to Jan. 5, 1964, thus enabling them to visit relatives in East Berlin for the first time since the building of the wall.

1964 - September - GDR permits GDR pensioners (retired) to visit Federal Republic and Berlin (West).

December - GDR requires all visitors from the Federal Republic, Berlin (West), and from Western countries to convert a minimum amount of DM into GDR currency.

1968 - GDR law makes it compulsory for persons travelling or in transit between Federal Republic and Berlin (West) to carry a passport and a visa.

1971 - Quadripartite Agreement on Berlin signed by three western powers and Soviet Union. It guarantees the free movement of persons and goods between the Federal Republic and West Berlin and that "the ties between the Western sectors of Berlin and the Federal Republic of Germany will be maintained and developed."

1973 - Both German states admitted to the United Nations.

1974 - FRG and GDR provide for the establishment of permanent representations in Bonn and East Berlin.

1980 - GDR raises the minimum currency exchange requirement for visitors from the West to 25 Deutsch Marks per day.

1982 - Intra-German arrangements signed in East Berlin: facilities for day visits by West Berliners to the GDR and East Berlin (until 2 am), border crossing point at Stolpe-Dorf open for pedestrians. GDR proclaims that former GDR citizens who "left the GDR illegally" prior to Jan. 1., 1981, will not be punished.

1983 - Honnecker announces that the self-triggering devices along the intra-German border will be removed.

1984 - Minimum exchange rate for pensioners reduced to DM 15 per day.

1987 - 750th anniversary of Berlin

1989 - Hundreds of thousands of East Germans are successfully seeking refuge in West Germany.

In 1989 West Berlin had a population of 1.9 million (East Berlin has 1.2 million). The 21-45 age group accounts for 31.4 percent. Almost 250,000 foreigners are living in the city (Turks comprising 44 percent of that community). Of the city's working population of 838,000, women make up 44 percent of the work force.

West Berlin is fully incorporated in the political and social system of the Federal Republic of Germany, except for a few restrictions. The city is still under the supreme authority of the three Western powers. Berlin airspace and air traffic, military matters, and emergency plans are the responsibility of the allies. West Berlin may not be governed by the Federal Republic. Federal laws do not automatically apply to West Berlin but are adopted by a covering law enacted by the Berlin parliament. The Berlin delegates to the Bundestag (lower chamber of parliament) may not be directly elected by the population and are not entitled to vote on sovereign acts.

ACTIVITIES:

Activity 1

This game works better if there are enough dictionaries for each student or each pair of students to have one. Students begin with dictionaries closed. Teacher calls out one word from the list below (or students close their eyes as the word is written on the chalkboard). At the signal, students compete by being first to locate the word in the dictionary. All must raise their hands to show that they found the word. Students are called on to read the definition(s). A workable definition can be paraphrased by other students or the teacher and written on the chalkboard (or overhead transparency). All students then write the definition in their notebooks. The contest continues with the other words in the list.

Word List: independence, dependence, interdependence, freedoms, rights, privileges, besiege, offense, indivisible, enslave.

As a wrap-up for the dictionary game, the students are encouraged to make distinctions among the definitions of:

(a) dependence, independence, and interdependence;

(b) rights, privileges, and freedoms

Activity 2

Give students Handout 3.1 and 3.2 " "Ich bin ein Berliner" and "Questions for Interpretation"

Students read the speech first silently and then aloud. Depending on the size of the class, the teacher divides the students (randomly or deliberately) into teams. Each team is assigned one of the worksheet questions to answer. (An interesting discussion might develop if two teams were assigned to work independently on the same question.) Each team prepares an answer to be presented to the rest of the class. The teacher might ask for evaluations of team presentations from the rest of the class.

Speech by
President John F. Kennedy
on the balcony of City Hall, West Berlin,
Federal Republic of Germany, on
June 26, 1963

I am proud to come to this city as the guest of your distinguished Mayor, who has symbolized throughout the world the fighting spirit of West Berlin. And I am proud to visit the Federal Republic with your distinguished Chancellor, who for so many years has committed Germany to democracy and freedom and progress, and to come here in the company of my fellow American, General Clay, who has been in this city during its great moments of crisis and will come again if ever needed.

Two thousand years ago the proudest boast was "civis Romanus sum." Today, in the world of freedom, the proudest boast is "Ich bin ein Berliner."

I appreciate my interpreter translating my German!

There are many people in the world who really don't understand, or say they don't, what is the great issue between the Free World and the Communist world. Let them come to Berlin. There are some who say that communism is the wave of the future. Let them come to Berlin. And there are even a few who say that it is true that communism is an evil system, but it permits us to make economic progress. "Lass' sie nach Berlin kommen." Let them come to Berlin!

Freedom has many difficulties and democracy is not perfect, but we have never had to put a wall up to keep our people in, to prevent them from leaving us. I want to say, on behalf of my countrymen, who live many miles away on the other side of the Atlantic, who are far distant from you, that they take the greatest pride that they have been able to share with you, even from a distance, the story of the last eighteen years. I know of no town, no city, that has been besieged for eighteen years that still lives with the vitality and the force and the hope and the determination of the city of West Berlin.

While the wall is the most obvious and vivid demonstration of the failures of the Communist system, for all the world to see, we take no satisfaction in it. For it is, as your Mayor has said, an offense not only against history but an offense against humanity, separating families, dividing husbands and wives and brothers and sisters, and dividing a people who wish to be joined together.

What is true of this city is true of Germany - real, lasting peace in Europe can never be assured as long as one German out of four is denied the elementary right of free men, and that is to make a free choice. In eighteen years of peace and good faith, this generation of

Germans has earned the right to be free, including the right to unite their families and their nation in lasting peace, with goodwill to all people. You live in a defended island of freedom, but your life is part of the main. So let me ask you, as I close, to lift your eyes beyond the dangers of today to the hopes of tomorrow, beyond the freedom merely of this city of Berlin, or your country of Germany, to the advance of freedom everywhere, beyond the wall to the day of peace and justice, beyond yourselves and ourselves to all mankind.

Freedom is indivisible, and when one man is enslaved, all are not free. When all are free, then we can look forward to that day when this city will be joined as one, and this country, and this great Continent of Europe, in a peaceful and hopeful globe. When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades.

All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words "Ich bin ein Berliner."

* Sorensen, Theodore C., ed., "LET THE WORD GO FORTH" : The Speeches, Statements, and Writings of John F. Kennedy, New York: Delacorte Press, 1988, pp. 327-8.

PEOPLE
Lesson 3
Handout 3.2

Questions for Interpretation:

Answer as many of the Who, What, Where, When, Why, and How questions as you can to develop your presentation to the class.

1. What do you think President Kennedy meant when he said, "Ich bin ein Berliner." ("I am a Berliner.")?

2. What do you think President Kennedy meant when he said, "Let them come to Berlin."?

3. To what was President Kennedy referring when he said that Berlin had been besieged for eighteen years?

4. What do you think President Kennedy meant when he said, "You live in a defended island of freedom, but your life is part of the main."?

5. What do you think President Kennedy meant when he said, ". . . when one man is enslaved, all are not free."?

TOPIC: **PEOPLE**

LESSON 4: **Immigration**

LESSON OBJECTIVE(S): The student will be able to:

- locate and interpret data from texts, maps, and tables
- use statistical data to write a short report describing some aspect of immigration in Germany
- present in a visual form conclusions gathered from the written reports

MATERIALS AND RESOURCES:

TEACHER

FACTS ABOUT GERMANY, Federal Republic of Germany: Lexikon-Institut Bertelsmann, 1988.

STATISTICAL COMPASS 1988, Federal Republic of Germany: Federal Statistical Office.

THE WEEK IN GERMANY, German Information Center, 950 Third Avenue, New York, New York, 10022, (212) 888-9840.

FOCUS ON GERMANY: Special Monthly for the Allied Forces in Germany, Bonn, West Germany: Press and Information Office.

Goethe-Institut Atlanta, German Cultural Center, 400 Colony Square, Atlanta, Georgia, 30361-2401, (404) 892-2388.

Atlases, Encyclopedias, Newspapers, Weekly News Magazines, and/or World Almanacs.

Compass for drawing circles - or- two pencils and an 8-inch length of string.

Pens or Pencils of TWO different colors.

STUDENT

Activity 1: Handout 4.1 "Map of the United States"
Handout 4.2 "Map of Europe"

Activity 2: Handout 4.3 "Selections from THE WEEK IN GERMANY"
Handout 4.4 "Data Related to Immigration in Germany"

BACKGROUND INFORMATION:

Key to Letters on the Maps:

United States:
A - Atlanta, Georgia
D - Denver, Colorado
H - Houston, Texas
M - Miami, Florida
N - New York City, New York
S - St. Louis, Missouri
W - Washington, D. C.
Thin outline of Oregon

Europe:
A - Ankara, Turkey
B - Berlin (East and West), East Germany
F - Frankfort, West Germany
L - London, England
M - Madrid, Spain
P - Paris, France (south of London)
P - Prague, Czechoslovakia (south of Berlin)
Thin outlines (east to west) of Spain, Italy, Yugoslavia, Greece, Turkey

The BASIC LAW OF THE FEDERAL REPUBLIC OF GERMANY (May 23, 1949) is the constitution for West Germany. The following Articles relate to immigration and German citizenship:

"Article 3 (Equality before the law)
(1) All persons shall be equal before the law.
(2) Men and women shall have equal rights.
(3) No one may be prejudiced or favoured because of his sex, his parentage, his race, his language, his homeland and origin, his faith, or his religious or political opinions."

(Note: Recruited by the German government, the foreign (guest) workers who did not return home can apply for naturalized citizenship after 10 years. Many who have stayed have not been naturalized. Children of these foreigners born in Germany are not automatically granted German citizenship.)

"Article 16 (Deprivation of citizenship, Extradition, Right of asylum)
(1) No one may be deprived of his German citizenship. Loss of citizenship may arise only pursuant to a law, and against the will of the person affected only if such person does not thereby become stateless.
(2) No German may be extradited to a foreign country. Persons persecuted on political grounds shall enjoy the right of asylum."

"Article 116 (Definition of 'German', Regranting of citizenship)
(1) Unless otherwise provided by law, a German within the meaning of this Basic Law is a person who possesses German citizenship or who has been admitted to the territory of the German Reich within the frontiers of 31 December 1937 as a refugee or expellee of German stock (Volkszugehoerigkeit) or as the spouse or descendant of such person.
(2) Former German citizens who, between 30 January 1933 and 8 May 1945, were deprived of their citizenship on political, racial, or religious grounds, and their descendants, shall be regranted German citizenship on application. They shall be considered if they have established their domicile (Wohnsitz) in Germany after 8 May 1945 and have not expressed a contrary intention."

(Note: People from Eastern Europe, who can claim German ancestry, and who can get into West Germany, will be granted all rights of citizenship. Many of them cannot speak the German language.)

"Article 119 (Refugees and expellees)
In matters relating to refugees and expellees, in particular as regards their distribution among the Laender, the Federal Government may, with the consent of the Bundesrat, issue regulations having the force of law, pending the settlement of the matter by federal legislation. The Federal Government may in this matter be authorized to issue individual instructions for particular cases. Except where there is danger in delay, such instructions shall be addressed to the highest Land authorities."

(Note: Land and Laender refer to the states within the country. The Bundesrat is the Federal Council or the assembly of the federal state representatives.)

From 1945 to 1961 (after WW II and before the Berlin Wall) 8.5 million Germans (expellees) from the eastern regions of the former German Reich were expelled for being politically undesirable, and 3.5 million refugees from East Germany and East Berlin sought asylum in West Germany. With similar language, religion, and culture, these groups were easily absorbed into West German society.

Since 1949 1.3 million resettlers from eastern Europe and southeast Europe who claimed German heritage have been allowed to settle in West Germany. Some from Soviet and Polish territories may now be a generation removed from the German language and culture.

During the economic expansion of the 1950's and 1960's, guest workers were recruited by industry to work in the coal mines and related heavy industries. The source countries included Turkey, Yugoslavia, Italy, Greece, and Spain. West Germany did not follow the examples set by Switzerland and England by setting a time limit on the working permits for foreign workers. When West Germany invited one foreign worker, the result was a growing family of 4 or 5. Of the 4.5 million foreign workers (7.5 per cent of the West German population), 70 per cent were recruited, 70 per cent have stayed longer than 10 years, and 66 per cent of the children of foreign families have been born in West Germany.

Turkey accounts for 1.5 million of the foreign workers. The Turkish population in West Germany has more than doubled in size. The Turks tend to cluster together since their culture, language and religion are different. Then the factors which hold them together as a community also tend to insulate and to isolate them from other Germans.

Immigrants from other countries have also settled in West Germany. Thousands are seeking political asylum and economic advancement. These countries include Morocco, Tunisia, Ethiopia, India, Pakistan, Sri Lanka, Korea, Vietnam, Afghanistan, Iran, and Lebanon.

ACTIVITIES:

ACTIVITY 1 - En-Compass-ing Europe

- Make student copies of Handouts 4.1 and 4.2, outline maps of the United States and Europe.
- Ask students to bring their compasses from math class. Or have them devise a system for making circles two and a half inches and five inches in diameter.
- Ask students to bring pens or pencils with at least two different colors.
- Using one color pencil, have students draw circles with a radius of 500 miles centered at St. Louis, Missouri, and Frankfurt, West Germany.

- Using the second color pencil, have students draw circles with a radius of 1000 miles from the same centers.
- Ask students for their observations about the relative distances in the United States as compared with those same distances in Europe. (Example: How far would a Turk have to travel to work in West Germany? What would be a comparable distance within the United States?)

(Variations of the theme: draw different sized circles, locate the center in different cities, count the number of borders crossed, use transparencies to superimpose one map onto the other.)

Many materials are available free of charge from the German Information Center. THE WEEK IN GERMANY and FOCUS ON GERMANY are excellent sources of information on a wide variety of subjects and with multiple sources of opinion. The materials for Handout 4.3 were taken from a particular period (covering April-July and September-November 1989), and were selected for information related to immigration.

Activity 2- Converting Data into Useful Information

Have the students compare and contrast data in the charts. Help the students find the most or the least in a table or a category. Help them rank order the items in a list from smallest to largest. Help them compare information that is familiar (ex. - data about Georgia) with the less familiar material. Students may be asked to make circle graphs or bar graphs using information in handout.

Activity 3

Enrich student work with summaries from the section on Background Information and current news reports.

Encourage students to use their knowledge about West Germany to project into the future. They could work with many cause and effect relationships; for example:

1. What kind of language instruction should be offered in the German schools?

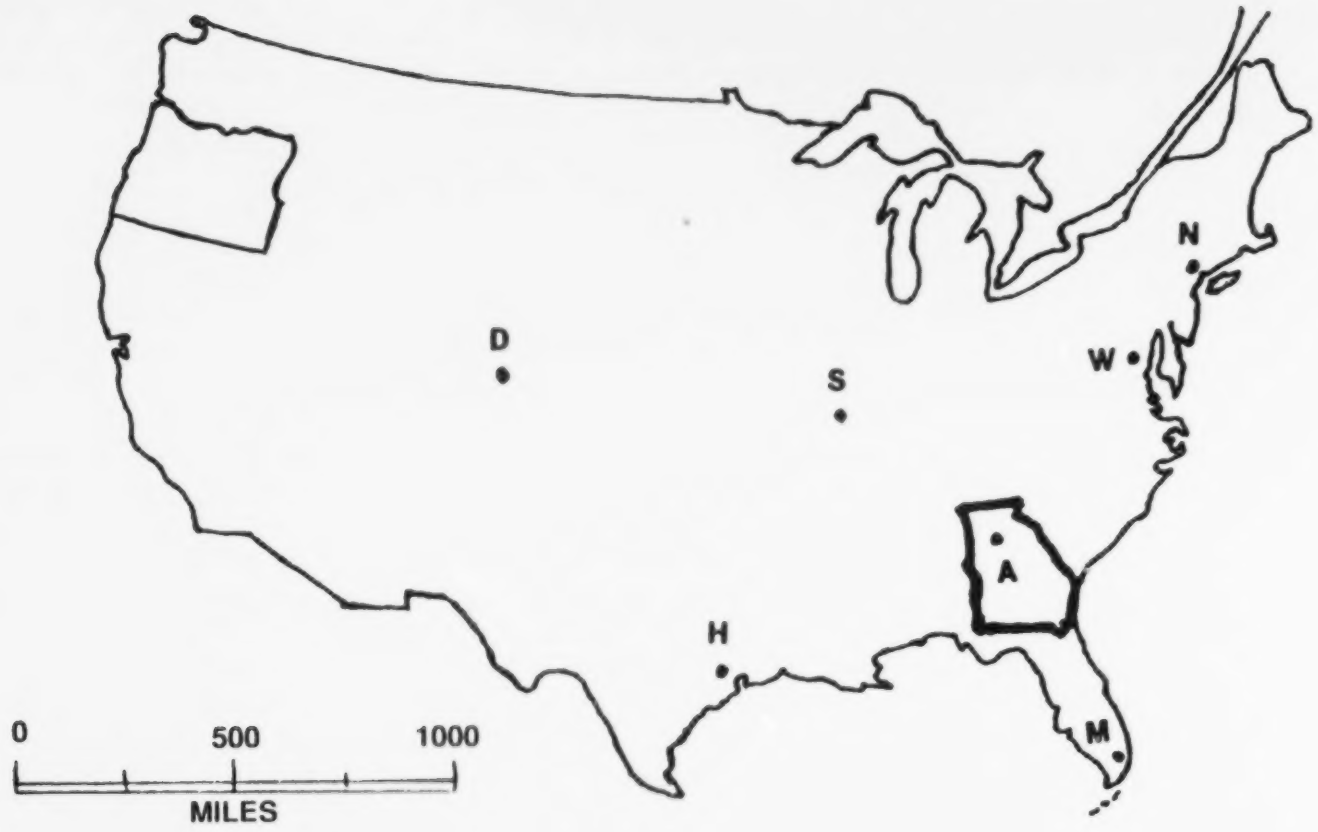
2. Should foreign workers be given incentives to return to their homeland?

3. Would voting rights encourage active citizenship among the immigrants who do not choose to naturalize?

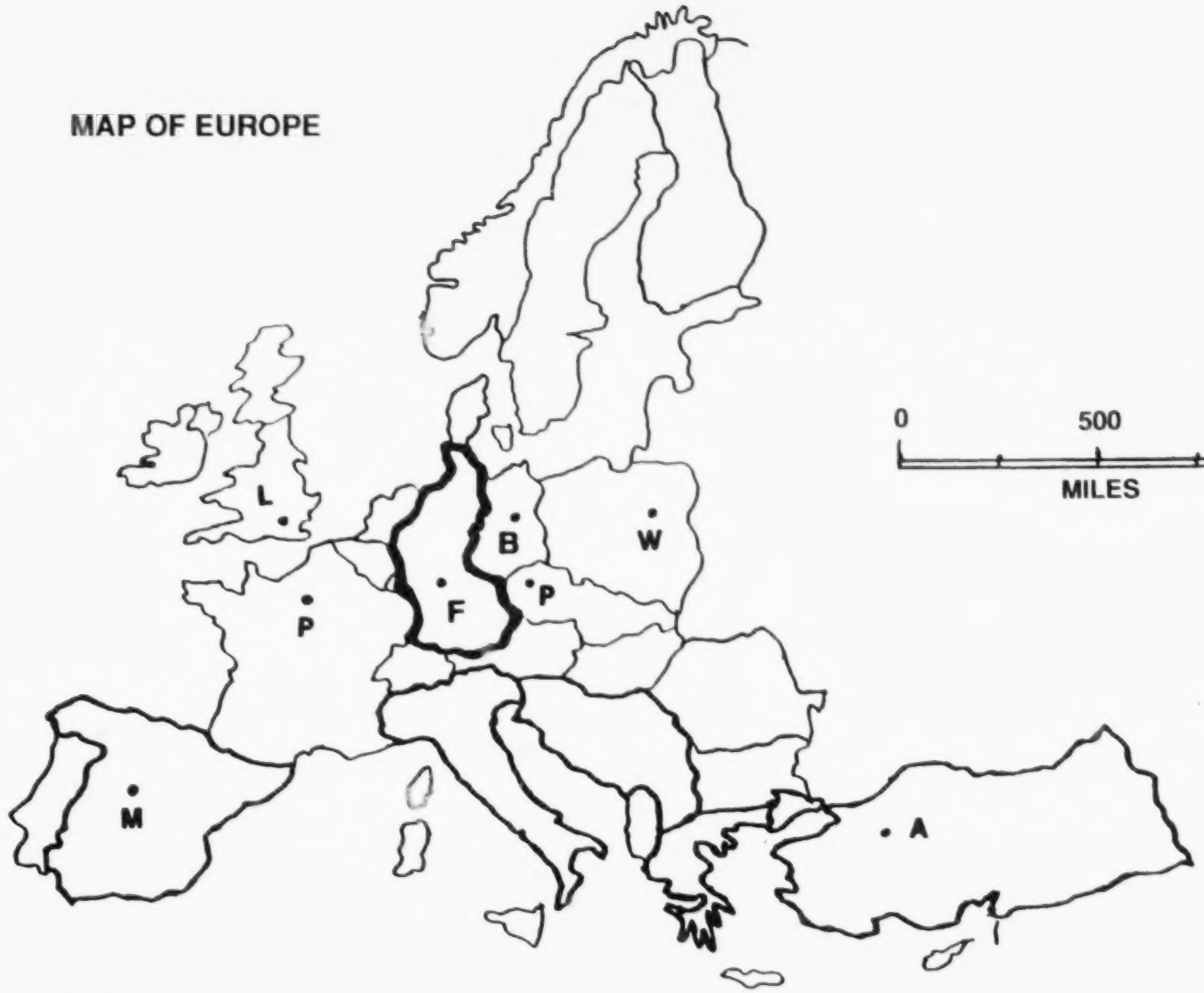
4. What can be done for the children who arrive at West German airports without any support?

5. How would you, as an unemployed West German or as a renter during a housing shortage, feel about the foreign newcomers?

MAP OF THE UNITED STATES



MAP OF EUROPE



Relay from Bonn

40 YEARS

The Week in Germany

FEDERAL REPUBLIC OF GERMANY

Editors: G. Wehrmann, S. Steiner, G. Kruger, T. Hofmann; Press Review: H. Holzapfel

German Information Center, 950 Third Avenue, New York, N.Y. 10022 (212) 888-9840

Reprinting Permitted

6/16/89

Bonn Changes Aid for Ethnic Germans

According to a recent cabinet decision, ethnic Germans who emigrate to the Federal Republic will no longer receive more generous social benefits than other Germans, Labor Minister Norbert Blüm and Interior Minister Wolfgang Schäuble announced last week in Bonn. The largest change concerns the type of financial assistance ethnic Germans receive upon entering the country. Whereas they have previously received unemployment assistance, they will now receive a flat sum as "integration assistance" for a period of twelve months, independent of their level of job skills. This should result in savings of DM 430 million, the ministers said.

Additionally, ethnic Germans will no longer receive preferential treatment in the allocation of public housing and rent assistance and in the tax structure. The interior minister emphasized that the cabinet decision was not motivated primarily by financial considerations, but rather out of concern that preferential treatment of ethnic Germans might lead to prejudice against them. The changes could become effective as early as January 1990, according to the ministers.

Interior Minister Wolfgang Schäuble told the press that the law was not intended to abolish freedom of movement, but rather to reduce the concentration of resettlers in a few municipalities. This concentration makes it increasingly difficult to find apartments and jobs for the new arrivals, he said. The minister stressed that every resettler would still have freedom of movement within the Federal Republic.

Meanwhile, the Christian Democratic Union/Christian Social Union and Free Democrats in the Bundestag issued a resolution calling on the government to negotiate with Eastern European states to improve the conditions of ethnic Germans there. The resolution also appealed to Bonn to do everything possible to alleviate the overcrowding in transitional centers for resettlers in the Federal Republic and to improve German language instruction and other measures that promote integration into West German society.

6/30/89

Bonn to Assign Resettlers Places of Residence

The Bundestag passed a law last week permitting the government to assign areas of temporary residence to Germans from the German Democratic Republic and Eastern Europe. The purpose of the law, which is limited to three years, is to more evenly distribute the new arrivals among the federal states and municipalities. The resettlers will forfeit their claim to social assistance payments and help from state authorities in procuring living quarters if they refuse to settle in their assigned areas. More than 400,000 ethnic Germans are expected to settle in the Federal Republic this year.

"Week of Foreign Citizen" Asks for More Solidarity

Politicians, church representatives and labor union speakers warned of increasing hostility toward foreigners and called for Germans to show more solidarity with persons from other countries who reside in the Federal Republic Sunday (September 24) at the start of the "Week of the Foreign Citizen." Bundestag President Rita Süssmuth said in a statement that the Federal Republic, in accordance with the country's constitution, holds human rights to be inviolable and inalienable and the basis of every society. Süssmuth called for the rejection of every form of hostility toward foreigners and appealed to teachers and parents to work toward instilling more understanding among children about why people leave their native countries and emigrate to the Federal Republic. The federal government's commissioner for foreigners, Lieselotte Funcke, pointed out that foreigners have become an important part of the Federal Republic and have contributed to a rejuvenation of the population.

German Press Review

10/6/89

The Exodus Continues

With the departure of another large contingent of East Germans for West Germany - this time from Prague - helped by Foreign Minister Hans-Dietrich Genscher's intercession on their behalf, the media commented extensively about the implications of this latest act in the ongoing drama. While welcoming the newest arrivals, commentators depict an East German regime still incapable of changing the policies which are forcing tens of thousands of its citizens to look to West Germany for their future. And this time too, one can hear cautionary voices calling for human rather than political solutions, and for restraint as far as conjectures about German reunification are concerned.

GENERAL ANZEIGER (Bonn, October 2) praised the role played by Bonn's foreign minister, but also noted that the German Democratic Republic acted under pressure, not out of conviction: "Hans-Dietrich Genscher and his team, complemented by the efforts of other foreign ministers in West and East, performed an impressive diplomatic feat. The leadership of the Socialist Unity Party (SED), however, did not act for humanitarian reasons and with the knowledge that the urge for freedom cannot be imprisoned. It wanted to save face and allowed the people to leave, because the whole world was watching Prague and Warsaw while the SED state put up decorations for its 40th anniversary celebrations. The walls and fences are still in place with East Berlin's blessing even after the great exodus wave."

DIE RHEINPFALZ (Ludwigshafen, October 2) noted that only time will tell how significant the latest events really are: "The federal government, and Genscher in particular, scored a brilliant triumph. But the real significance of this 30th of September,1989, can only be judged later. A part of the world was changed, right in the center of Europe. The road now started on must be made irreversible. The system in the other Germany is flawed. There is no lack of oranges and spare parts for cars. What is lacking first and foremost is freedom in any and all forms."

AUGSBURGER ALLGEMEINE (October 2) also stressed that the GDR did not act for humanitarian reasons: "The SED leadership should not be under the illusions that it has solved all the problems by yielding and that it has gained any maneuvering room in domestic politics. On the contrary; the 31,000 GDR citizens who have so far poured into the Federal Republic represent only the tip of an iceberg of exasperation and discontent. And the high-level decision made personally by Honecker, to let the occupiers of the Prague and Warsaw embassies emigrate, was certainly not a 'humanitarian act,' as proclaimed loudly by the East Berlin foreign ministry. Rather, the decision represents a barely concealed capitulation."

NEUE PRESSE (Hannover, October 3) said that what is still missing is an indications that the GDR contemplates important policy changes: "Erich Honecker is in a big mess. His calculations that by agreeing to the mass exodus he will have peace on the anniversary front were wrong. The day after the latest exodus, 1,200 GDR citizens entered West German embassies in Warsaw and Prague. The barometer is rising. The most recent deal did not even provide breathing space for the elderly GDR leadership. Still, it can hardly be assumed that the inflexible team around Honecker...will fundamentally question its policy."

DIE WELT (Bonn, October 3) pointed out that what is now happening is not a political but rather a human problem: "The regime's reaction as well as the reaction of the reform groups in the GDR to the mass exodus...is marked by confusion, contradictions, and helplessness. Hardly had the SED leadership permitted the departure of those who had fled to the embassies in Prague and Warsaw, for 'humanitarian reasons' as it maintained, when all those who had been imprisoned in the GDR for unsuccessful escape attempts protested, and with justification. Even the last semblance of a lawful government or at least of one that acts consistently is now gone. An edifice built on illusions and lies is now collapsing. ...But it also indicates that the still open German question is first of all a human problem and only secondarily one of statehood and borders. Only those who are blind can maintain that the hour of the revanchists, or of nationalistic ecstasy or false triumphal hymns has come."

DARMSTÄDTER ECHO (September 30) had already noted early on why conjectures about future developments should be kept in check: "There is whispering and speculating all around, primarily in the foreign press, whether the wave of emigrants does not represent the beginning of the end of the GDR, whether it does not signify the beginning of German reunification. Of what use, so the question goes, is such a badly damaged partial German socialist state, either as a provider of goods or as a strategic outpost, compared to the significance of a reunited and most likely neutralized Germany as an economic partner? Let's just slow down. If such speculations spread, if they should find an echo among the politicians, it would be grist on the mills of those in East Berlin, Moscow and elsewhere opposed to reform. That would finally put the stone in their hand which they are eager to throw into history's works."

Relay from Bonn

5/5/89

Tougher Entry Requirements for Poles, Children

Tougher entry requirements for visitors from Poland and a visa requirement for foreign children were approved Wednesday (April 5) by the federal cabinet in Bonn. Poles applying for a visa for private travel in the Federal Republic must as of April 15 prove that they possess at least DM 50 in hard currency for each day of their stay as well as sufficient health insurance. Government Spokesman Friedhelm Ost told the press that the new measures were designed to prevent the granting of visas or entry into the country of Polish citizens who "want to work illegally or file an application for asylum which from the start would be hopeless." Poles were the largest single group of asylum-seekers in the Federal Republic in 1988, amounting to some 29,000 of the approximately 100,000 foreigners who applied for asylum.

Ost also reported that the cabinet had approved a visa requirement for foreigners under 16 years of age. The spokesman said that with the requirement Bonn intended to stop the organized smuggling of children for "adoption and prostitution purposes" into the country. He stated that over 2200 children had arrived without the accompaniment of an adult last year and almost another 700 had come during the first two months of this year.

In addition, the cabinet decided to examine the social benefits provided to ethnic Germans resettling in the country with an eye toward insuring that the new arrivals were "not better nor worse off than comparable local workers or pensioners," Ost explained. The examination would focus primarily on pension and tax benefits, as well as aid in finding employment, learning German and integrating into West German society, the spokesman said. He

Foreigners' Groups Call for More Independence

Groups representing foreigners and refugees in the Federal Republic want to become more independent of West German organizations and take the furthering of their interests into their own hands, speakers declared at the Eighth Federal Congress of Immigrant and Refugee Initiatives, which ended Sunday (May 7) in Frankfurt. The initiatives have been meeting since 1986 in reaction to campaigns against the flow of asylum seekers into the Federal Republic and plans for the toughening of asylum laws.

Interior Minister Wolfgang Schäuble pointed out that while decreasing, the number of asylum seekers last month was still greater than the April 1988 figures (6,278). Poles made up the largest single group (2,471) last month, followed by Turks (1,247) and Yugoslavians. The Interior Ministry also reported that the Federal Office for the Recognition of Refugees had granted political asylum to 2,595 of the 37,719 persons whose applications were processed during the first four months of 1989, a rate of 6.9 percent.

Number of Foreign Trainees Rising

An increasing number of young foreign residents are receiving professional and vocational training in the Federal Republic. According to a recent poll taken by the National Association of Chambers of Commerce and using data supplied by the country's 69 association members, about 3,900 more young people than in 1987 were trained last year, representing an increase of 15.3 percent. At present, a total of 29,300 young foreigners are being trained in various West German industries, retail and wholesale businesses, banks, and insurance companies, as well as hotels and transportation, the association reported. The foreigners' share of the total number of trainees in the Federal Republic rose from 2.4 percent in 1985 to 3.5 percent last year, the poll showed.

Breaking down the figures into nationalities, the association noted that 45.2 percent, or 13,300, of all foreign trainees were Turkish, another 4,700, or 16 percent, were Yugoslavian and 3,300, or 11.3 percent, were Italian. Lower figures were reported for young people from Spain, Greece and Portugal. Some 18,200 or about two thirds of the foreigners are being trained in industrial or technical professions, the poll showed, and another 11,100 are receiving training in business-related fields.

Kohl Honors Immigrants on German-American Day

Chancellor Helmut Kohl underscored the contribution of German immigrants to the development of the United States and praised the "excellent state" of relations between Bonn and Washington in messages to U.S. President George Bush and the American people Friday (October 6) on German-American Day. Kohl recalled that German-American Day marks the day on which the first immigrants from Germany set foot on American soil 300 years ago. They and the millions of Germans who followed those first settlers contributed to the growth of the U.S., he noted, adding that today there are some 50 million U.S. Americans of German ancestry.

The chancellor said that the firm ties between the two countries were based on shared ideals of freedom, democracy and human rights as well as shared convictions and interests and that these ties were strengthened by the U.S. soldiers and their families who have been stationed in the Federal Republic and by the exchange programs between young people of the two countries. Kohl also recalled America's contribution to German reconstruction efforts after World War II through the Marshall Plan and the U.S. role in the Berlin airlift, which helped Berliners overcome a Soviet blockade of the Western part of the divided city.

Bundestag President Rita Süssmuth and Bush took part in the ceremonial signing of a proclamation for German-American Day Thursday in Washington. In the document Bush urges all Americans "to learn more about the contributions German-Americans have made to the life and culture of the United States and to observe this day with appropriate ceremonies and activities."

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As in every year, publication of The Week in Germany *will cease during the month of August. We will resume in September, with the next issue dated September 8, 1989. We wish our readers a very pleasant summer.*

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GDR Refugees Wait at Hungarian Border

According to information from the Hungarian Red Cross Wednesday (September 6), approximately 5,800 refugees from the German Democratic Republic are presently waiting in Hungary for permission to resettle in the Federal Republic. The steady stream of refugees from the GDR to the Federal Republic began in late July.

statement released the same day, Government nan for the Federal Republic Hans Klein expressed onviction that the Hungarian government is seeking itarian solution to the problem of the Germans wait- ingary to legally enter the Federal Republic. The Republic is seeking discussion of the problem "on all levels" in the GDR and is confident that a resolution will soon be found. Preparations in the Federal Republic for taking in the resettlers are close to completion, he added.

Bonn to Accept Over 500,000 Refugees This Year

The Federal Republic will accept more than 500,000 refugees this year, West German Envoy Goetz-Alexander Martius reported Friday (October 6) at a session of the executive committee of the United Nations High Commission on Refugees in Geneva, Switzerland. Martius stated that 235,000 members of German minorities from East Europe and more than 120,000 Germans from the German Democratic Republic had already come to the country this year. In addition, he said, the number of asylum seekers in the country so far this year was 86,000.

Another group of more than 680 East Germans wishing to settle in the Federal Republic were reported meanwhile to be in the West German embassy in Warsaw or at other sites around the Polish capital this week. Approximately 30 GDR residents were also said to be in Bonn's Prague mission. East Germans also continue to cross the Hungarian border into Austria on their way to the Federal Republic.

9/29/89

Resettlers Represent Boon to Country, Says Report

The influx of Germans and ethnic Germans from the East Bloc to the Federal Republic has had positive effects on the economy and on society as a whole, the Institute of German Business concluded in a recent report commissioned by the Federal Press and Information Office. The report noted that the integration of these Germans into West German society would lower the average age of the population and make the job market more elastic, and contended as well that the new citizens would contribute to an increase in economic growth and prosperity and would stabilize the social security system.

Commenting on the report, Government Spokesperson Hans Klein said the new West Germans were "a great gain, on many levels, for our country and for us all." The number of emigrants from Eastern Europe has increased since 1987 to an extent no one could have predicted, he said. Two years ago, 78,500 entered the country. The number rose to more than 202,000 in 1988, and so far this year, over 235,000 have come to the Federal Republic. Klein added that he expected the high influx of resettlers to continue for some time. Basing its calculations on an influx of about two million by the year 2000, the institute estimates that the West German gross national product will rise by DM 84 billion during that period and that the economy will be stimulated by more than DM 100 billion.

Parliament Votes to Change Benefits for Newcomers

Ethnic Germans from Eastern Europe and East Germans settling in the Federal Republic will soon receive a single monthly payment called "integration money" instead of the unemployment and health benefits they are currently entitled to upon their arrival. A bill to this effect, which passed in the Bundestag Thursday (November 16) with the votes of the governing coalition and the opposition Social Democrats, will save Bonn at least DM 430 million annually, according to estimates. The present system provides for unemployed ethnic Germans and Germans from the German Democratic Republic to receive unemployment benefits based on the rate of pay for West German workers in the same occupational fields. Under the new law, the payment resettlers will receive will be based on family size, and will be less in most cases. The new citizens will receive the money for a period of twelve months.

Data about West Germany and Immigration

Comparisons (1982)

Place	Area (sq. miles)	Population	Density (per sq. mile)
West Germany (and W. Berlin)	96,004	61,680,000	642
East Germany	41,768	16,750,000	401
Georgia, USA	58,876	5,570,000	95
Oregon, USA	96,981	2,680,000	28

Foreign Workers (1987)

32 %	Turkey
13 %	Yugoslavia
12 %	Italy
6 %	Greece
3.5 %	Spain

Guest Workers (1987)

1965	1.0 million
1973	2.6 million
1986	1.6 million

Immigration (1986)

Turkey	1,434,300
Yugoslavia	591,000
Italy	537,100
Greece	278,500
Austria	174,600
Spain	150,500
Holland	109,000
Portugal	78,200

TOPIC: **PEOPLE**

LESSON 5: **THROUGH THE EYES OF A TRAVELER - WEST GERMANY - SUMMER 1989**

LESSON OBJECTIVES: The student will be able to:

- read and interpret information from journal entries about a tour to West Germany
- present and defend answers to interpretative questions with evidence from the journal
- list and evaluate advantages and disadvantages of using primary source material

MATERIALS AND RESOURCES:

Activity 1: Handout 5.1 - Journal Composite: "West Germany from a Particular Point of View - Observations by an American Traveler"
Handout 5.2 - Journal Analysis and Synthesis

BACKGROUND INFORMATION:

The author of this composite journal was a visitor to Germany during the summer of 1989. She had to make many decisions about what material to include and about how to present the material as accurately as possible. Of all the experiences during those two weeks and of all the material researched before and after the tour, what should be included, and what had to be excluded? What information would be presented as facts, or as summaries, or as generalizations about Germany? How helpful was it that many Germans knew English? What did the author miss by not knowing German? To what extent were the differences noted and the similarities taken for granted? Were the experiences described in the journal typical? How different would a weekend in Georgia or in the United States be? How would the observations in this journal compare or contrast with those of other participants on the same tour?

Perhaps these questions could generate many more in a class discussion about the technical aspects of journal writing and composite rewriting. The records of a participant observer can offer a valuable perspective on a study of the people of Germany. The advantages and disadvantages of using other forms of primary source material could also be considered.

ACTIVITIES:

Activity 1:
Provide each student with a complete copy of the journal, or pair students to read together silently. Depending on the time, only one day could be read, or a series of paragraphs from the several days could be used, or different teams of students could read different portions.

A quick quiz of comprehension questions could be given to orient the students about the main details.

Since the interpretive questions in the handout allow for more than one right answer, students could be put into small groups to discuss their answers. Assign one group to one question. Each student is entitled to an opinion or answer as long as it can be backed up with evidence from the journal. Let each group discuss their various answers and present their main ideas to the rest of the class.

For enrichment, have students keep a journal for a period of time focusing on some aspect of their culture (family, neighborhood, state, country...). Then compare notes about their various interpretations about American life.

Another supplemental exercise relates to accuracy of recording and reporting. Have each student describe something (an item, a scene from a video shown one time, qualities of a friend in class, different objects or feelings written on slips of paper drawn from a hat, an event from the news, etc.) without naming it. Let other students guess after each descriptive sentence or clue.

JOURNAL

WEST GERMANY FROM A PARTICULAR POINT OF VIEW: OBSERVATIONS BY AN AMERICAN TRAVELER

The following journal entries are composites of observations recorded during a two-week tour in the summer of 1989. Purposely, the town was not named, and the names in the journal were changed. The tour was planned by German and American educators for selected teachers in Georgia. The tour included travel from Munich and Dachau, to Bonn and Cologne, to Soest and Paderborn, and to West Berlin and East Berlin. The highway travel was by bus, and getting around town was by foot or public transport.

We left the Teachers' Institute in Soest for a long weekend with German host families. Each of us was placed with an associate of the German tour director. Some one or more members of these families could speak English. Only a couple of the Americans could converse in German.

My host town of 18,000 people is located in the state of North-Rhine-Westphalia (Nordrhein-Westfalen). Although 30 percent of the West Germans live in large urban areas, another 40 percent live in communities with fewer than 20,000 inhabitants.

In area North-Rhine-Westphalia (NRWP) is the fourth largest of West Germany's (Federal Republic of Germany) eleven states. NRWP is the most populous state with 19 million of the country's 61 million (1988). The capital city of NRWP is Dusseldorf. Other major cities within the state include Cologne, Bonn, Essen, Dortmund, Paderborn, and Munster.

North-Rhine-Westphalia lies in the west of the Federal Republic of Germany and borders on Belgium and the Netherlands. The core area of its industrial landscape is the Ruhr region, one of the richest bituminous coal areas of the world. Between Cologne and Bonn, West Germany's largest brown coal deposit is mined. Northeast of the Ruhr region is the agricultural area for growing wheat, barley and sugarbeets, and raising beef cattle and pigs.

FRIDAY, June 23, 1989 (23.6.89)

Ella met me at the bus. She was wearing a comfortable-looking outfit of a short-sleeved, cotton over-blouse, a multi-colored, long split-skirt and sandals. Her dark hair was short and stylish. After we were introduced by our German director, we loaded my suitcases into the back of her car. As we got into the car, I gave her a bouquet of cut flowers.

It was a social custom for guests to take flowers to the hostess. This generally applied to house guests and to guests of small dinner parties. Usually close friends and relatives did not take flowers when just dropping by.

The car that she drove was a small station wagon that compared with compact and sub-compact cars in the U.S. In fact, all the passengar cars I saw were small. The light

yellow, Mercedes station wagon taxis were among the larger ones. I did see a variety in makes, models, and colors. Volkswagens, Opels and Mercedes were the most numerous. Almost all of them were shiny and clean.

American cars were scarcely seen. During the tour I noticed only four Chevrolets, one old Dodge pickup truck, and one Chrysler convertible; and I guessed that they probably belonged to U.S. military personnel. Any others were mostly Ford Fiestas along with a few Mercury Scorpios. There has been a Ford assembly plant in Germany since 1925, first in Berlin, then in Cologne. Many Germans considered Ford to be a German car built by Germans.

The streets were narrow. The residential lanes were narrower. All the roads we travelled were in good repair.

My weekend host family consisted of Ella, her husband Michael, and their son Alex. Good for me, all three were bilingual. Ella and Michael met in the mid-seventies when she went to Germany from Scotland to teach English.

English was a required course in West Germany, especially at the Gymnasium or college-bound level. Most German students have had some English instruction from their eighth year in school.

Michael was a blond German who spoke English with a Scottish accent! He was in police work in the next town. Also he had recently been elected mayor (Burgermeister), when the previous one retired after 20 years in office. Their town had a population of about 18,000.

Seven year old Alex was fluent in both German and English. Prior to going to school, he grew up hearing mostly English. In the first grade he had trouble picking up the German, so his parents spoke strictly German until he could handle both languages. Alex said that none of his classmates or playmates spoke English yet. He used his English around me, except when he wanted to talk privately with his mother.

Around his grandparents Alex could talk privately in English, since they spoke only German. Michael's parents, Jakob and Anna, lived less than a mile away in the same area of town. Michael's younger sister, Vera, also lived in the same town. Around me she was very shy with her English.

My host family lived in an attractive house on the quiet lane in a large residential area. The yards were small (less than half an acre), but they were planted with evergreens, fruit trees, bushes, and flowers. Several yards in their neighborhood also had a small vegetable garden. Window boxes with flowers were very popular throughout our tour. Potted plants could be seen on many window sills.

Their two-story house had a finished attic office and a furnished basement. The exterior was plastered (like stucco in the U.S.), and the roof was tile. In fact, almost all of the houses I saw were two-storied, plaster-sided or half-timbered, with a grey or red-tiled roof. None of the windows had screens.

The small front yard had room for the sidewalks, pavement for two cars, a flower garden, and one small tree. The fenced-in back yard was about 60 square feet. It had room for a small pond and a cherry tree, a shallow above-ground pool, various bushes and trees

around the borders, rose bushes, a small vegetable and flower garden, a compost pile, an umbrella-shaped clothes line, a two-story wooden play house with sand pile, and a picnic table with benches, lounge chairs, and an umbrella. There also was an outside well pump, a special gift from Michael's parents.

The front of the house was not the front door but opened to the inside stairs. I was given keys to their front door and my attic room. The second floor was rented out to a family of four.

The basement was furnished for four functions: a summertime bedroom and bath; a pantry with shelves, freezer, and a full-sized refrigerator; a washer and dryer; and an area for games with counter, stools, and card table.

The first floor at street level had the kitchen, dining table, living room, one and a half baths, two bedrooms, and a back porch glassed in to be a sun room. In this living area could be found the telephone, television, VCR, stereo system, and shelves of books. Potted plants stretched toward the sun coming through the window to the back porch. The kitchen was a small room in the front of the house. It was equipped with shelves, table and chairs, sink and dishwasher, stove and microwave, a short refrigerator, and space under the counter for trash and recyclable materials.

The attic was Ella's office where she worked on her school papers or kept up with her community projects. She could work at home in the evenings without being disturbed while Michael took care of Alex. It was furnished with two desks and chairs, a computer, book shelves and files, a half bath, a hammock, and a couch that doubled as a bed.

"My bed" was made up similar to all the beds I had slept on during the tour. The bottom sheet, pillow and pillow case were the same as in the U.S. The top sheet and blanket were not used. A Feather-down quilt about the size of the top of the bed (a Federbett) was slipped into an envelope of sheet material that encased it, called a duvet. There were three windows for light and ventilation. The windows with no screens opened out for a rooftop view.

I did not see any windows that had screens. Although I saw a few moths, bugs did not seem to cause problems. I was not bitten by mosquitoes whenever we sat outside.

Ella and I spent the afternoon talking on the back porch. Michael had to work late, and Alex was spending the night at his grandmother's. For snacks we had bread and cheese and black olives. My drink choices included beer, wine, coffee, fruit juice (usually apple or orange), Coke, orange Fanta, or bottled water (Mineralwasser).

During none of our meal stops had we been served tap water with our food. Although the drinks were cold, nothing was served with ice. I asked Ella why people drank bottled mineral water instead of plain tap water with ice. She explained that there was nothing wrong with the water from the tap, she just did not like the taste of chlorine and other chemicals used to purify it. She added that electricity and water were very expensive in Germany.

The backyard well was a very special present because it allowed them to fill the pool and the pond, and to water the flowers and the garden. Ella considered the treated water from the town system to be too expensive for outside use.

Melanie, a personal and professional friend of Ella's, was coming over for dinner after she did her Friday shopping. By law all stores closed on weekdays at 6:30 p.m. The exception might be a gas station, restaurant or pub. It was my experience that many small shops also shut down from noon to 2:00 p.m. for lunch.

Upon arriving Melanie complimented Ella on her outfit. Then she asked her where she bought it. Ella replied that she had found it in town. She was glad that she did not have to travel to a larger town to find nice things to wear.

We started supper with bread and cheese followed by Polish sausage, potatoes, Greek olives, and fried patties of ground pork. I asked what the difference was between Polish sausage and the 1,000 kinds of German sausage I had read about. Neither one had an answer. Melanie added that Germans also made hundreds of kinds of breads and pastries.

Melanie had also come from Scotland and taught English in the school in a town nearby. Of course, we compared notes about teaching. After they graduated from college (roughly equivalent to a Master's degree in the U.S.) and took a teaching position, teachers were closely supervised for the first three years. Upon successful completion of the trial period, they are practically assured a job in education until they retired. Almost all schools in Germany were public and state financed. Teachers were civil servants, hired and paid by the government. Teachers belonged to a trade union, and teaching was considered a professional craft. They had no local school boards or elected superintendents. The community in general and the students in particular treated teachers with respect as professionals. The social prestige was matched by economic rewards of above average salaries.

Due to a declining student enrollment, teaching positions did not open up. Mobility and job turnovers in Germany were generally low. Germans rarely moved from the town where they settled or changed professions. Ella and Melanie agreed that if they were to leave their jobs for maternity leave or to travel, then they could not count on finding another teaching job. In a town nearby a new teacher had not been hired in over eight years.

As we were finishing our after-dinner coffee, Anna, Vera, and Julie, a former student and friend of Ella's, came by on the way from the hospital with a report of Jakob. Since Anna did not drive, she depended on others. Sunday would be Michael's turn to take her. Ella's translation for me was a short summary. Jakob had been hospitalized because his anemia was not responding to treatment.

It was getting dark at 10:00 p.m. as they were leaving. Julie stayed with us. She seemed pleasantly surprised that we could communicate in English. I asked her what young people did in this small town for entertainment and for meeting people. Young people could not get a driver's license until they were eighteen and had passed a required course on driving. Not every German teenager owned a car. She and Ella suggested that we go down to the neighborhood hangout. Melanie decided to go home at that point.

We walked the few blocks into town to Victor's Piano Pub. Most taverns were noted for a food specialty, but I forgot to ask about that one. No one was playing the piano, but a group of young men were throwing darts. The main room was smoky and noisy, but not dark, dingy, or rowdy. We sat down at a table with some young people Ella knew.

Ella was drawn into a political discussion before the first round of drinks arrived. Beer was cheaper than Coke, Fanta, juice, Mineralwasser, or coffee practically everywhere I went. The price of the food and drink listed in the menu was the price I paid. A percentage for the tip and any taxes were already included. The waitress or waiter carried a money pouch and made change for the bill directly. An extra tip for extra good service could be given by rounding off the total up to the next Mark (DM).

Maria, another former student of Ella's was willing to try out her English and sat down next to me. She started by telling me a little something about herself and her boyfrined Erin. Erin was studying geriatric nursing and was working as a nurse's assistant at the nursing home. She was studying economics with an interest in international trade. She felt that Germany (Federal Republic of Germany) would play a very important part in the EC (European Community), especially after 1992. At that time the twelve member countries will combine into a single economic entity. She explained that West Germany had a unique role to play as a trading partner with East Germany (Democratic Republic of Germany).

As the discussion across the table heated up, Maria interpreted. The debate was split over the role and responsibilities of the individual within a political party. There seemed to be no resolution.....

Ella and I said good-bye to the group in the pub and walked to a yard party to which we had been invited. As we walked along she talked of her involvement with finding funding to support a shelter for battered women. The house they used was designed for twelve adults and twenty children. At the same time though, she was especially encouraged that a community their size was willing to face up to the problem at all.

As the mayor and as a former resident, Michael had gone to the yard party after work. On the way over Ella explained how the party came to be. When they lived in that block of homes, they had started the party so that the neighbors would meet each other. The party turned into an all-evening affair where everyone brought food and drink. As they all became better friends, the party developed into an annual event. Even after they moved to their present home out of that neighborhood, they were still invited back.

In the dark it looked like a condominium complex with several large two-story apartments to each building. Ella and Michael still owned both places. They had tried to sell the first one, but they could only find people willing to rent. She said that homeownership was relatively rare because it was so expensive.

The party was still going strong when we arrived at 12:30 a.m. There I met Michael. He was not wearing a uniform, but a sport shirt and slacks. As we stood together, I could tell that they were both taller than 5' 9". Then Ella introduced me to the group and served as my interpreter. Most of the ones there were in their fifties or older and only spoken German. They were drinking beer and singing along to the tunes that one man played on the harmonica. Ella and I left to go home at 2 a.m.

SATURDAY, June 24, 1989

The sun was up by 5:30 a.m. and so were the birds. By the time I climbed down from the attic, Michael had gone, and Alex was not home yet. Ella sat with me on the back porch in the sun as I ate breakfast. I ate from the breakfast choices of granola cereal, bakery rolls, butter and jam, orange juice and/or coffee, as she filled me in on some of the plans for the day.

Ella offered to do a wash for me, and I gratefully accepted. She explained that when time and weather permitted she much preferred to hang the clothes out on the line than to use the dryer. I admitted that I used the dryer exclusively. She was able to combine the economy of use with the luxury of convenience.

I met Alex briefly. He was seven years old and had blond hair. At that moment he was keenly interested in going to pick strawberries with his grandmother. They planned to ride their bicycles to a pick-your-own farm just out of town. Their bike baskets would carry their fruit.

Practically every person owned a bicycle, but not every family had two cars. Gasoline was more than twice the price of that in the U.S. Ella and Michael both had cars because their schedules were so different in time and place.

Michael was making another appearance as burgermeister that morning. A retirement center and nursing home complex in the neighborhood was having an event to raise money for some special equipment. Many people in the community were involved in supporting the effort.

Ella and I had to do the weekend shopping before we could meet Michael, Anna, and Alex at the nursing home. Shops closed down between noon and 2:00 p.m. on Saturday, and nothing was opened on Sunday. We walked into town equipped with three shopping bags.

First we went to the big open air market (Markt). It was a large area similar to a park or small field. The stores consisted of tables or counters near vans, trucks, and trailers. The sides of the trucks and trailers opened out with an awning shading the produce and the products. Each space offered a specialty ranging from vegetables, fruits, and flowers to meats, cheeses, and seafood, to eggs, breads, and pastries to handy household items and clothing. I saw very few pre-packaged grocery items. I saw even fewer plastic bags or plastic-wrapped produce. Loaves of bread went right into one of our shopping bags, and large vegetables and lettuce went into another. Fresh food items, such as meats or cheeses, were wrapped in waxed or brown paper.

Next we walked to a small Turkish grocery store. Ella bought some meat. I experienced more exotic smells, sights, and sounds. In a back room off from the main section was a video rental store. A younger man rented out video cassettes while older men were behind the meat counter and the cash register. No computer scanners or machine receipts were found in there.

The Turkish population in this small town supported several businesses. I saw a grocery store with video rental, a restaurant, and a tavern. Ella said that there were two Moslem mosques. With a different language, religion, and cultural tradition, assimilation has been a slow process for the Turks. The schools seemed to be the main agents of change and, primarily, for the children. Ella explained that Turkish women do not work outside the home. She has observed that this caused a particular hardship for Turkish families when the men lost their money gambling in the taverns. Turkish women had more rights under German law than they had within their family groups.

Due to a labor shortage in the late fifties and early sixties, Germany recruited men from Turkey to work in the coal mines, and some Turks settled in that area. The work visas did not specify that the men had to return to Turkey after a certain length of time (as was done in England). Instead, the Turks sent for their families and have stayed in Germany. Although seventy per cent of the foreign labor (called "guest workers") have lived in West Germany longer than the ten years necessary for naturalization, most of them have chosen not to become German citizens. Without citizenship they were denied the right to vote. Also, the children of those "guest workers" who had been born in Germany did not automatically become German citizens.

Outside the store across the street I noticed a woman with three small children. She was wearing her ethnic dress of long skirt, long sleeved blouse, and a head shawl. Ella informed me that she was from Sri Lanka. She supposed that the adult men in that family worked in the coal mines.

Since the department store stayed open until 2:00 p.m., we shopped there last. After that hardly anything was open on weekends. Few coin-operated machines existed. A small cigarette machine offering six choices might be found outside on a store wall. Unlike the late night convenience store-gas stations in the U.S., gas stations sold mostly gas and oil and were not open late. Another U.S. convenience, the coin-operated drink machine outside of a store, was not to be found. (I did see one machine that sold bottled drinks and was paired with a recycling machine that gave refunds for returned bottles.)

Fischer's was a one-story department store that carried a variety of products, ranging from groceries, housewares, toiletries, luggage, records and tapes, clothing, hardware (especially bicycle repair), and camera film. However, the choice among brand names of the same item was limited. The store was crowded, and the aisles were narrow. I noticed that there was a clerk in every department.

She stopped to talk with several shoppers and employees in the store. As a teacher and the mayor's wife, Ella was known by many people. The owner's son was managing the store and overseeing the expansion construction. After the store was enlarged, Ella hoped she could buy more things locally.....

As we walked to the benefit for the nursing home, I asked Ella about the four large steel bins we passed as we crossed a small parking lot. She answered that they were used to recycle glass (any color), paper (except glossy or waxed), aluminum, and other metals. She remarked that the recycling project was quite successful. Families were getting in the habit

of separating their trash. She added that she also put grass clippings from the yard and vegetable scraps from the kitchen into her backyard compost pile where it broke down into humus for the gardens.

As we approached the entrance to the nursing home, we heard the music. The entrance was decorated with ribbons and balloons. Tables lined the sidewalk with food, crafts, and flea market items for sale. On the large patio were more booths with food and games of chance, and many tables and chairs for the visitors. Several of the residents appeared to be visiting outside with relatives. Assistants helped others get around with walkers or in wheelchairs.

A uniformed band played near the beer tent. With the baton in hand, Michael led the band in a song. Ella pointed out that the young janitor and his wife, a nurse's aide, lived in the basement apartment of the nursing home. They both were dedicated to their jobs. Anna came up to us, followed by Alex. Michael bought us all drinks and a sausage snack. Soon Alex and Anna were off to the strawberry field, and Michael planned to stay longer.

Ella and I started walking back home. I had just remarked about Anna still riding a bicycle at her advanced age, when another elderly lady cycled by. I saw that her bike basket was filled with small garden tools, gloves, and some fresh flowers. Ella explained that the older women religiously and meticulously tended the family graves. As more women of Ella's generation were working jobs outside the home, that tradition was too time consuming to be observed as rigorously.

Ella remarked that the weather was unusually warm and dry. They had had long dry spell of three weeks without rain. I mentioned that our first night in Germany (Munich) was cloudy and in the fifties, but the rest of the trip had been in the seventies and eighties. Ella laughed when she realized that I was talking in "Fahrenheit," and she was thinking in "Celsius." She attributed the warming trend to the "greenhouse." She recalled only two days of snow last winter for which everyone had been grateful. Every resident was responsible for clearing the snow or ice on their sidewalks. They would be liable should anyone fall. I ventured a generalization that Germans did not litter their streets, trash their yards, or leave buildings in disrepair.

As a woman passed by walking her dog on a leash, I realized that I had seen very few dogs and no cats. Ella stated that animal control was very strict. All pets had to be registered, and a fee paid. The fine was very high when an animal was caught running loose. People who had pets were careful to keep them inside.....

Michael returned early enough to give me a tour of some of the special projects going on in his town. We went by car to the outskirts. The town was already connected by the electric railroad, and a new highway (similar to the divided highway) was under construction. Next we drove to a site where some strange and huge equipment was used for digging up the ground. It was an experiment to clean the soil contaminated by coal mining operations. A giant machine was fed polluted top soal, which it cleaned and sterilized. Then "friendly" bacteria were added before the soil was returned and planted with grass.

A new entrance into the coal field had been dug closer to the next town. The miners did not have to travel so far underground, and the company transported them to the new entrance. As a result, the surface mining activity around there had practically stopped.

Next we went to one of the old mine sites. The community was working to protect the area of several acres as a wildflower preserve. Everything was left "as is" to see how nature would reclaim it. At one point they had planned to clean out man's effects by taking up the asphalt and gravel roads. Someone discovered that lizards, cold-blooded animals, used the heat-absorbing asphalt for a breeding ground. So they only tried to keep the birch saplings from taking over like weeds.....

We had just gotten back to the house when Alex and Anna rode up, each with containers of strawberries balanced in their bicycle baskets. We all went around to the backyard to sit and to talk. Sunday plans were made. They asked if I were interested in an extended bicycle ride into the countryside. An organic farm nearby was having an open house. I agreed, and Anna offered me her three-speed bike. Anna told me to pick up the bike in the morning, waved good-bye and said, "Tschuss."

Soon Stephen and Barbara arrived with baby Nicole, five-year old Christian, and their Georgia guest, David. They brought a beautiful bouquet of cut flowers, a tossed salad of vegetables and fruit, and a small tiddlywinks game for Alex. Their arrival was the signal to start the charcoal fire and to spread out the breads, cheeses, olives, and drinks out on the picnic table. Alex and Chris quickly turned to the serious business of playing in a puddle.

David told a story on Chris. Chris knew about American Indians from movies on television. He asked David if he knew any Indians. When David said he did, Chris asked about the Indian's horse. When David said that the Indian he knew drove a car, Chris did not believe him.

At 7:00 p.m. it was still bright and warm. David and I played frisbee with the boys. When I sat down, the play became two-against-one as the guys wrestled in the grass.

The meal started with bread and cheese. Then steaks were served along with tossed salad. Not long after that, the shish-ka-bobs and sausages were ready. There was no coffee, no ice, and no tea. We just kept eating and talking until it started to get dark around 9:45 p.m.....

Michael had already gone inside to take a nap before going to work. It was his turn to work the late shift again. The late Friday and the late Saturday schedules rarely came together like they did that weekend.

Michael got up to go to work about the time the company left. Two trips with a tray brought everything in from outside. The dishwasher was loaded. The bottles were sorted. The leftovers were saved for Sunday's stew. Alex had to beat me at tiddlywinks before going to bed.

SUNDAY, June 25, 1989

Church bells on weekdays rang around 6:15 p.m. On Sunday mornings church bells rang at least four different times between 8:30 and 10:45 a.m. The predominant church in the north was Lutheran, and in the south Catholic. In West Germany each held about a forty-two per cent share. The church was supported in part by money from the government. When the taxpayer listed a religious affiliation, a church tax was collected and given to the church. Although Sunday attendance had been declining since the early seventies, the churches provided important services by operating pre-school programs, hospitals, homes for the aged, and family centers. On our tour the church steeple was often the first visible sign of a village. While the church was physically near the center of town, church activities were generally not the central focus for the community.

Breakfast choices consisted of bread and rolls, butter and jam, juice and coffee, and granola and milk. I fortified myself for the bike trip. When Michael checked out his bicycle, he found a flat tire. He worked with the repair material he had, but the tire would not stay inflated. He could buy the parts he needed at Fischer's, but not on weekends.

His mother had offered me her bike, so he drove me over to her house. We visited for a few minutes. She showed me her colorful garden outside and her special orchid inside. Michael showed me the little shoe shop attached and to the side of the house. His parents had run it for many years. Most of their sales were special orders because they did not have the space for a large general inventory. Their retirement plan was to remodel the store into an apartment for rental income.

I remarked that the Birkenstock brand of leather shoes and sandals made in West Germany were sold in the U.S. Some of my friends wore them for comfort, if not for style. The German shoe was in style everywhere we toured. Men in Germany wore Birkenstock sandals and socks with sports clothes and/or business suits. Anna showed me a pair. In European sizes I wore a 42!

I followed Michael back to the house and got used to the bike. Melanie was joining our bike trip to the farm. Michael took the car since he had to drive his mother to visit his father at the hospital. We formed a single-line caravan: Ella was in lead, Alex next, me in the middle, and Melanie at the end so I did not lag too far behind.

The bicycle in Germany seemed a more functional and practical mode of transportation than in the U.S. Most sidewalks, especially in larger towns were laid out with two shades of concrete blocks. The lane closer to the street was the bike path, where bike riders had the right-of-way and a warning bell on the handle bars to prove it. Even youngsters like Alex knew the hand signals and were expected to follow the rules of the road. Traffic lights changed from red to yellow to green, and then to yellow to red again. And stop meant stop even for pedestrians at signaled crosswalks. The pedestrian did have the right-of-way, however, at the zebra-striped crosswalks.

We were into the countryside in a short time. The terrain was flat to rolling, and Anna's three-speed bike made it enjoyable. We rode for about thirty minutes. Along the way I

identified fields of wheat, rye, barley, potatoes, turnips, "oil seed," and corn. Corn, I was told, was used only to feed animals. People did not eat corn!

We spent the afternoon at the farm. The home was a large two-story house with a glassed-in porch in front and to one side. In place of a front lawn was a fenced garden. Behind and attached to the house was one of the barns. The back door of the house opened out to the entrance of the barn for milk cows, calves and hay. Across the entrance from the back door was a room that served as a small store for selling their farm products. Here I saw my first cats since coming to Germany. Out beyond the backyard of two more fenced gardens, there was a chicken house with a fenced area for the fowl. Across the driveway from the back door were a barn and a shed used to store equipment, firewood, and lumber. I did not see or hear any pigs.

The turn-around area in the driveway by the cow barn was the focal point for the open house activities. Under a big tree the bratwurst was cooking on the grill. That five-inch long and one-inch thinck sausage was our lunch. It was served with mustard and a piece of dark bread (Pumpernickel). (I learned that the frankfurter, originally from Frankfurt, was a type of sausage that was steamed, never boiled.) I had a special drink made with fresh strawberries and milk. They also sold alcholol-free beer, coffee, milk, apple cider, and beer and wine.

Displays with posters and pamphlets were set up showing the importance of organic farming. That family farm had to follow specific criteria to be registered with the government as an organic farm. It was subject to inspection at any time and to heavy fines if found in non-compliance. Food sold from that farm was guaranteed to be organic and free of a number of chemicals harmful to people and/or the environment.

Before he left to visit his father at the hospital, Michael took me to see a community restoration project that had received a national award. The fund raising and the labor for the restoration came from local community initiative. The centuries-old church, town hall, business buildings, homes, and grounds were being used and lived in. Over by the flower garden the hand pump still bought up water from the well that was safe to drink. The town hall was also rented to groups for meetings.

On our return to the farm, Michael gave me one more chance to ride home in the car. I decided to try the bike, after Ella assured me of a short cut. The round trip was fifteen kilometers (15 X .62 - 9.2 miles).....

When Anna and Michael returned from the hospital, we ate the tasty stew and chunks of bread. For dessert, Michael cut up strawberries over vanilla ice cream. The adults talked in German about the latest reports on Jakob. Alex and I worked out schemes for picking cherries from the tree near the pond - without falling in. After we picked all we could reach, we kicked the soccer ball for awhile.

As Anna was getting ready to leave, I thanked her (Danke schoen) for the use of her bike. Ella translated when she invited me to come again. Ella translated when she invited me to come again. We smiled and nodded and said, "Auf wiedersehen." Alex was spending the night with his grandmother. I said good-bye to him with a hug. Anna and Alex rode away on their bikes. "Tschuss."

Michael cleaned up in the kitchen, while Ella and I brought in the yard furniture. We talked for some time about my week in Germany and our weekend together. They asked about the itinerary for my second week in Germany.....

MONDAY, June 26, 1989

I had set my alarm early enough to talk with Michael before he went to work. When I came downstairs, he was reading the newspaper. He was waiting for the bakery to open. By the time I was out of the shower, he had walked to the store and returned with the rolls for breakfast. Ella came up from the basement bedroom to see him off.

This was not to be a leisurely morning of coffee, rolls, and birds' singing on the back porch. I had to pack and to meet my tour group at her school at 9:00 a.m.

Ella drove me to the bus. I thanked her for the wonderful weekend experience. I felt we had become friends. With hugs of good-bye we promised to write.

JOURNAL ANALYSIS AND SYNTHESIS

1. What thing(s) is (are) missing from this journal description that would be important to notice to add to a journal recording experiences typical to the United States.?

2. Which description(s) in the journal show(s) the similarities among the people of West Germany and the people of the United States? or of the South?

3. Which description(s) in the journal show(s) the contrast(s) between our two countries?

4. If you had a German visiting you for a week (or weekend), what would you plan to do or see?

5. Explain how your weekend activities or trips would be typical of the United States and of Americans.

6. Which description(s) in the journal did you expect to read about West Germany and its people?

7. Which description(s) in the journal did you read as new or surprising information?

Extra - Go back to the work that was done for the lesson: "Who are THEY and Who are WE?" What new understandings about Germans and about Americans can be added.

END

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